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Promoting 11th graders awareness of narrative discourse as a means to enhance listening comprehension at I.E. Técnico Industrial Pedro A.Oñoro in Baranoa-Atlántico

BY

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TEACHER DEVELOPMENT PROJECT

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AFFIDAVIT

I, Ivonne María Pinillos Nieto, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

This Teacher Development Project aims for the development of 11th graders' listening skills at I.E Técnico Industrial "Pedro A. Oñoro". After I applied a needs analysis, the instruments revealed that the most difficult skill for students was listening. In response to this difficulty, I planned four units oriented towards the identification of elements of narrative discourse in short tales. Two of the units were implemented in accordance with the principles of Genre Pedagogy, which featured modeling spoken discourse, jointly recognizing stages in spoken narratives and listening practice with different levels of scaffolding. The student's progress in the ability was reflected through their achievement of the proposed goals.

Key words: Listening skills, narrative discourse, genre-based listening activities

Resumen

Este proyecto docente tiene como objetivo el desarrollo de la habilidad de escucha de los estudiantes de once grado en la Institución Educativa Técnica Industrial "Pedro A. Oñoro". Después de aplicar un análisis de necesidades, los instrumentos revelaron que la habilidad más difícil para los estudiantes era la escucha. En respuesta a esta dificultad planeé cuatro unidades orientadas a la identificación de elementos del discurso narrativo en cuentos cortos. Dos de las unidades fueron implementadas de acuerdo con los principios de la pedagogía de género, que incluía el modelado del discurso hablado, el reconocimiento conjunto de las etapas narrativas habladas y la práctica de escucha con diferentes niveles de

andamiaje. El progreso de los estudiantes se vio reflejado en la facilidad para alcanzar los logros propuestos.

Palabras clave: Habilidad de escucha, discurso narrativo, actividades de escucha basadas en la pedagogía de género.

Dedication

This project is dedicated firstly to God, who was my useful help in the most critical moments of anxiety and illness, to my husband and children who were really understanding with me in all those moments where I could not share with them due to the little time I had left, and finally, to my parents who have taught and encouraged me to struggle without fainting.

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Introduction

Colombia is considered as one of the countries in Latin America with one of the lowest level of English. One of the reasons for this lack of competence in English is that many years ago, it was not given due relevance and, until now, support for bilingualism at schools is not yet sufficient. In the public sector, few schools approach the teaching of English from Primary, so when students arrive to Secondary school education, they do not have the basic knowledge of the language, as opposed to students coming from some private schools. As a result, there is an imbalance in sixth grade classrooms due to the mixture of students coming from public and private schools. This situation tends to deteriorate when the mixture include students from bilingual schools in which English is not only taught as a second language but all areas of knowledge are addressed in the same foreign language, which forces the student to practice constantly.

In Colombia, governmental aims are not aligned with the real needs of schools in Colombia. Policies such as Plan Nacional de Bilingüismo (PNB), Programa de fortalecimiento de competencias extranjeras (PFDCLE) and Colombia Bilingue have been issued. However, as Cardenas (2006, p.3) expressed:

The reality established in the CEFR would have to be contrasted with the conditions of Colombian educational institutions, namely infrastructure, curriculum organization, use of foreign languages in the academic and cultural domains of the country, working hours and competences of language teachers.

Despite the difficult reality of Colombian schools, us English teachers should be committed to developing our students' communicative competence. Communicative competence refers to the skills that enable us as human beings to have a successful participation in society, taking into account that they are the basis for expressing our feelings, emotions and needs, exchanging ideas and opinions with others, and for solving any conflict or situation (Hymes, 1978).

The ability of listening is one of the skills involved in communicative competence. It is defined as the ability that allows human beings to pay attention to a message in order to capture, assimilate, interpret and give it an adequate and accurate response. Hurier (1985) affirms that listening comprehension is enabled by processes such as hearing, understanding, interpreting and responding. This definition has been confused with hearing but the difference between the two terms needs to be clarified. Hearing is the sense, the physical ability to perceive sounds by using the ear, whereas listening refers to the interpretation of the sounds perceived been aware of both verbal and non-verbal language.

The main objective of this project is to develop 11th graders' listening skills at I. E. Técnico Industrial "Pedro A. Oñoro" in Baranoa, Atlántico, Colombia, through activities oriented by principles of the genre-based approach. This is a group of 34 students whose diagnosis was applied in 2015 when they were in 9°. A survey was applied in order to identify their needs, lacks and wants and the results revealed the need to reinforce the teaching and learning of listening skills. In addition to the survey, an interview was conducted with a group of five students who confirmed the results. An interview was also conducted with the principal, coordinators and two English teachers of the school in order

to identify other needs in the context. Results of this needs analysis will be discussed in Chapter 2.

Plenty of definitions of listening have been proposed. In the theoretical framework section (Chapter 3), some definitions of listening and issues related to narrative genres are addressed. A discussion of methodological approaches for the teaching of listening, especially genre-based pedagogy, is also presented in Chapter 3.

In Chapter 4, a proposal to improve students' listening skills is presented with a focus on modeling of the discourse structure of narratives in spoken short tales and promoting learners' autonomous listening through different levels of scaffolding.

Finally, in Chapter 5, a journal reflection is presented as evidence of the implementation with a description of the assessment moments.

Chapter 1: Rationale

1.1 Context

This classroom project was implemented at I.E. Técnico Industrial, a public school located in the township of Baranoa, in the Atlántico Department in Colombia. It caters for a population of about 1300 students, from pre-school to secondary school. Students in this school come from low income households located in areas surrounding the school and other townships near Baranoa.

English teachers follow the school syllabus for English instruction. This syllabus is strictly structural. Most teachers focus on grammar rather than communicative skills and they develop content without appropriate clear approach. There used to be no projects in order to improve students' English level. A year ago, the teacher development project here presented began as the first one. At present, two additional projects are being designed with the same purpose. The English syllabus in 11^o grade focuses on reading skills considering the need to prepare students for the SABER test. Some other contents based on grammar are taken into account during the year but they do not emphasize communicative skills.

The number of English hours is 3 per week and interruptions of classwork are frequent due to school events and unexpected occurrences. In Primary, English is taught by teachers who are not skilled in English teaching. Besides, access to authentic learning materials is insufficient. Some teachers follow an English textbook and other materials or resources they find on their own without consulting their peers. There is neither an English lab nor bilingual room nor an efficient internet service.

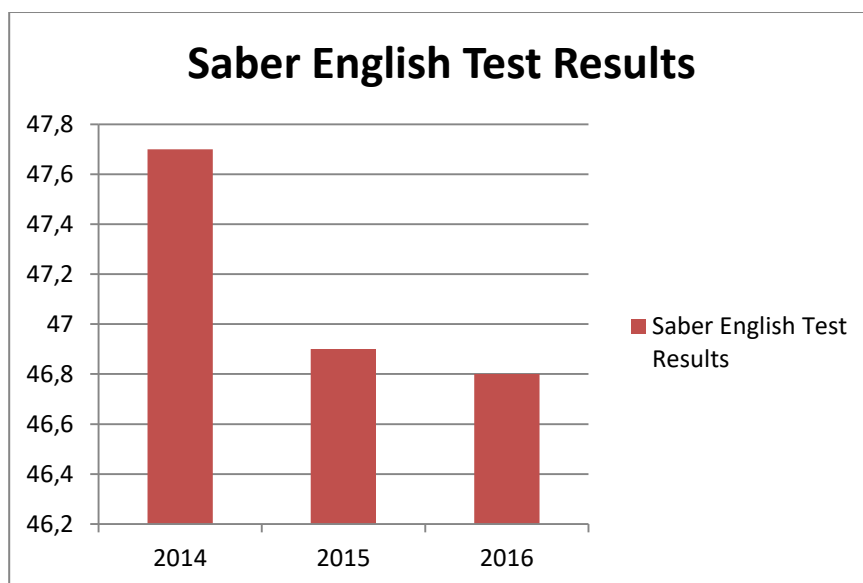
Students in 10C were between 14 and 16 years of age at the time of needs analysis

implementation. Their proficiency is low according to the national standards and Common European Framework, as can be realized from ICFES results (See Graph 1).

Chapter 2: Needs Analysis

Needs, lacks and wants must be addressed in order to achieve the proposed goals. Richterich (1973) defines needs as what learners have to know, lacks as their deficiencies and wants as their preferences. After the analysis of all the applied instruments, a deeper study was made in order to choose the most suitable means to address these necessities.

A complete Needs Analysis was designed for this project taking into account historical student's outcomes in the English subject at I.E Técnico Industrial "Pedro A. Oñoro". The majority of students in this school had shown a special interest for English language but with low results at the end of the school year. In the last three years, students have achieved low results in Saber English test Graph 1 below summarizes them: :



Graph 1. Saber English Test Results IE Técnico Industrial Pedro A. Oñoro.

Observation

The first data collection procedure was class observation (see Appendix 1). Four lessons were observed. This observation raised my awareness of how difficult English was for them because, during the class, a low level of participation was seen. Some of the observed students showed shyness and others were quite active. In one of the class observations, the teacher prepared some particular games in which, they had to guess and organize some words that were scrambled. In other lessons, the teacher focused on vocabulary about food. The teacher also asked questions and students answered chorally. They did not do it individually. Some of those questions were not answered because the students did not know how to respond.

Survey

A survey with 21 questions was designed and implemented (see Appendix 2). In this survey, the students had to answer questions about their needs, lacks and wants in English learning. Before the application of this instrument on November 10th 2015, I talked to them about the purpose of the survey.

Analysis of question 1 revealed that students had a positive attitude towards English learning, with 17% of them locating it in the third place of their favorite subjects (see Graph 2). This suggests that their difficulties with English are not due to lack of motivation.

On the other hand, in Question 14 (see Graph 15), the students expressed their preference for the writing skill in contrast with Question 15 in which they affirmed the most difficult skills for them were listening and speaking with a result in the survey (29%). (see Graph 16). Some of them expressed their thoughts:

- *“For me, listening is difficult because I don’t understand my teacher when he pronounces the words.”*

- *“It is really difficult for me to speak because I am shy in front of my partners.”*

On the other hand, the purpose of Question 17 was to find out students’ preferred English learning activities. 53% of the survey participants prefer listening activities, 41% speaking activities, and only 6% of them reading and writing activities (see Graph 18). Students claimed listening to be the most entertaining way to learn English and that it helped them learn an accurate pronunciation:

- *“When I listen to a song, I can learn a good pronunciation”*

- *“I prefer watching videos and listening to music because it is funny”.*

Taking into the account the above results, I decided to focus my project on fostering listening skills. I applied a third instrument, an interview (see Appendix 3), in order to confirm my decision. This instrument was applied to the principal, the coordinators, two English teachers and 5 students in the selected group. The principal and coordinators claimed:

“Students do not have the enough resources that help them to understand English language”. (see Appendix 3).

“Students like English but they do not understand it”. (see Appendix 3).

“A lab is necessary in order to improve listening skill, because students like listening to music and watching videos”. (see Appendix 3).

On the other hand, English teachers expressed that they are working on communicative skills rather than grammar but the appropriate resources in order to develop them in a better way would be a useful help to the students. Some teachers affirmed:

“I speak in English as possible I can, because it helps to students to their progress in speaking skills” (see Appendix 3)

“Teachers need to experience the reality of communicative aspects; we need to train ourselves to achieve the pro-efficiency of all English language processes” (see Appendix 3)

“Students prefer written activities. They like to write a lot because they say it's where they least make mistakes.” (see Appendix 3)

“I usually develop written activities with students, they develop some of the skills through the oral part, making dialogues and the students catch ideas and at the same time they can express their ideas, feelings and opinions”. (see Appendix 3)

“I have always said that we have worked more in grammar, we must develop the oral and the listening skills” (see Appendix 3)

Another interview was addressed to students. The interview revealed that the majority of them have issues when they listen to someone who speaks English. It also showed that, although they like listening activities, they do not have the materials that help them to practice this ability.

“It is very difficult to me understand a native person because he/she speaks so fast, nevertheless, I understand my English teacher because she speaks slowly. (see Appendix 3).

“We only have our English teacher who speaks English” (see Appendix 3).

Different kind of activities were explored for the teaching of listening skills, such as watching videos, listening to songs or conversations, listening to activities with drills to fill in the blanks. I decided that the most suitable resource to address this project was videos because I assumed they could be effective taking into account that images, gestures and other visual aids are a useful help to understand oral input. After considering possible approaches to address their needs in the listening skill, I found the genre approach to be the most suitable. My belief was that students would be able to identify and associate stages in spoken discourse (narratives), firstly by watching videos with images and at the end without them, considering the language features that signal the unfolding of stories. A general objective was thus designed:

To explore the effectiveness of genre-awareness activities for promoting 11th graders’ listening skills at I. E. Técnico Industrial “Pedro A. Oñoro”.

To achieve this aim, therefore, I designed activities to help students identify the main stages of narrative discourse: orientation, conflict, resolution and evaluation (Martin, 2012) through worksheets. After this brief account of learners’ needs and wants, in the subsequent chapter I will present some theoretical considerations regarding the listening skill and the pedagogical principles of the genre approach.

Chapter 3: Theoretical Framework

3.1 Introduction

In this chapter, I intend to present some definitions of listening skills and some principles of the genre approach that I considered in the design of my proposal.

3.2 The nature of Listening

Here, I discuss some theoretical concepts that will be useful in understanding listening as a communicative skill. First, I provide some definitions and models of listening comprehension. Next I present some approaches to listening instruction such as communicative language teaching and functionalist approach. After that, a discussion of methodological approaches for the teaching listening, especially genre-based pedagogy is presented.

3.3 Definition of listening

There are plenty of definitions of listening. A common definition is the one offered by Vandergrift (1999), who claims that listening comprehension is anything but a passive activity. It means, listening is a complex process in which listeners must integrate several aspects such as understanding vocabulary and grammar, distinguishing between sounds and clarifying stress and intonation.

Listeners follow a series of steps to accomplish listening purpose (Vandergrift, 1999). The first one is the reception of the message. The second one is the understanding of the given information. In this stage, listeners prepare their response to the message. After these two steps, information from short-term and long-term memory has to be remembered. Finally, listeners evaluate the message and context to produce a response.

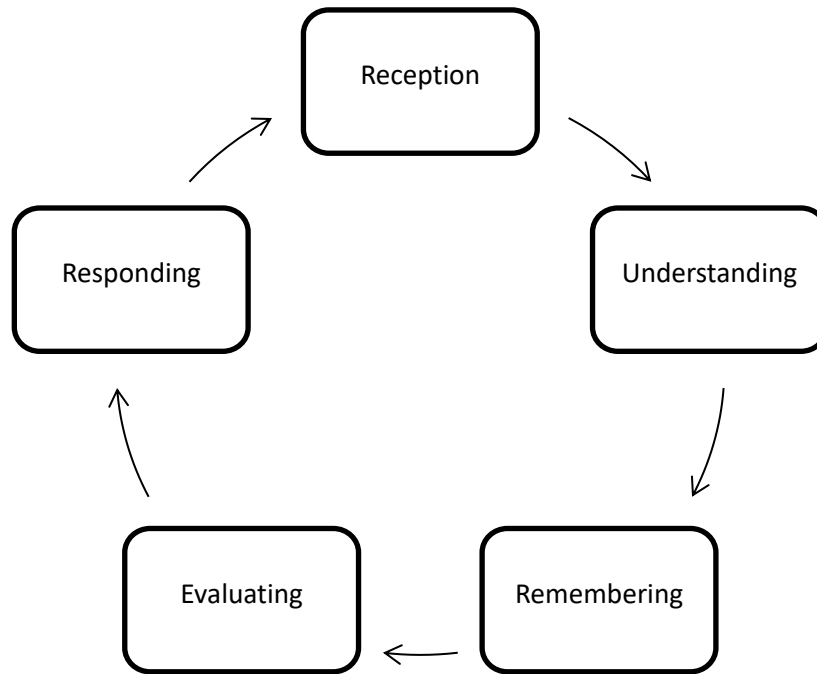


Fig. 1: Vandergrift's (1999) model of listening comprehension

The Hurier model of listening by Brownell (1985, 1986) is another resembling way of conceptualizing listening. It includes six interrelated components. The first component is hearing, which means to focus on the message. Secondly, understanding refers to the interpretation of the literal meaning of the message. Remembering entails retaining the message into the short term memory. Interpreting entails making sense of the content of the message. Evaluating involves determining the accurate value of the message and finally, responding: choosing the best way to give an answer for the information given. All of these stages are useful to this research because they emphasize a step by step understanding of listening.

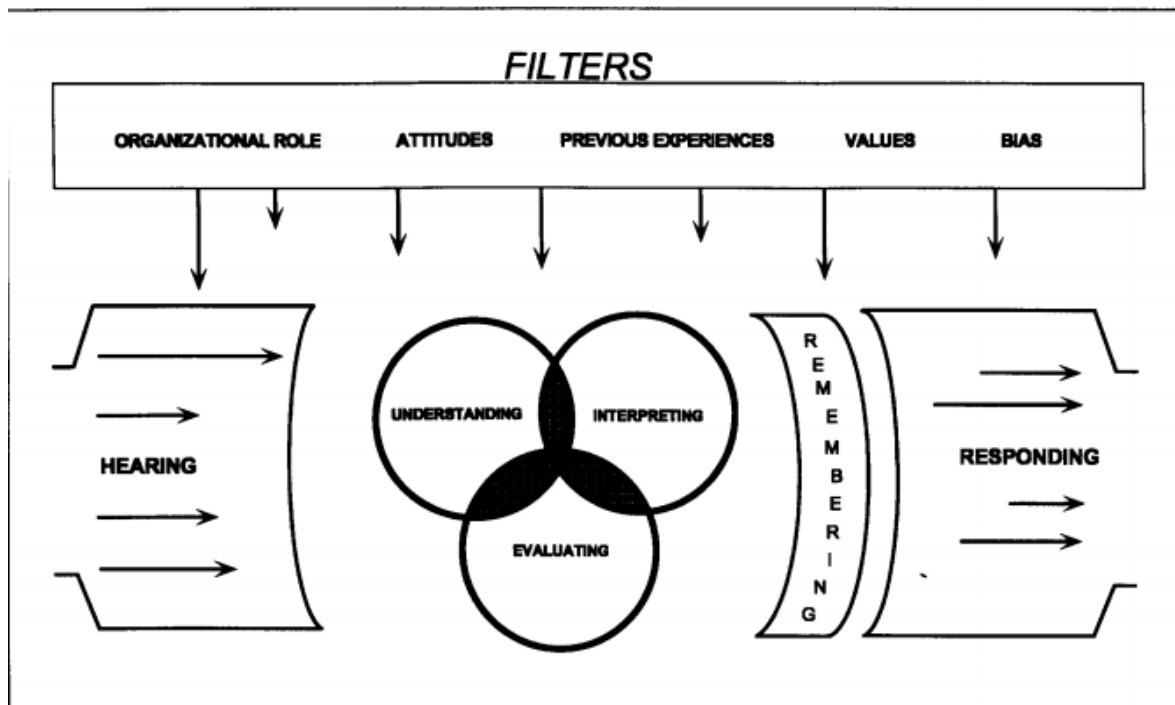


Figure 2. The Hurier model on listening instruction.

Different difficulties are posed to learners in listening. Students tend to interpret the messages without analyzing them. Sometimes they receive a message and provide an immediate response., This is one of the main issues that students have issues with: to obtain actual meaning from oral input.

Another useful definition of listening is offered by Coakley and Wolvin (1996), for whom listening is a “social and contextual act (in which) our communication partner can only judge our listening qualities by our situational listening behaviors” (p.517).

This latter definition implies that learners should effectively and efficiently adapt their comprehension to the context of the listening situation. Taking into account the way we orally produce may help the listener understand and interpret in order to draw

conclusions about our feelings and intentions. I will choose this definition of listening to orient my teaching intervention due to its account of listening as a social process.

In the following section, I will present some relevant approaches to listening instruction which also help students to a better learning process of the skill. I also will discuss the concepts of narrative discourse, language as discourse and genre based approach.

3.4 Approaches to listening instruction

3.4.1 Communicative Language Teaching (CLT)

The main goal for Communicative Language Teaching approach is developing communicative competence in learners so that they can express their ideas, feelings and thoughts. Plenty of authors have studied it and they have proposed concepts and definitions which bear some similarities. Two existing models of communicative competence have been proposed by Celce-Murcia et al: the comprehensive model of communicative competence and language knowledge. The first one is divided into four categories: grammatical, sociolinguistic, discourse and strategic competence and the second one, is broken down into organizational, pragmatic and sociolinguistic knowledge.

Howatt, (1984) claimed that CLT consists of a weak version based on the assumptions that the components of communicative competence can be identified and taught, while the strong version is based on the acquisition of language through communication. CLT gives relevance to interaction between learners. Another useful definition is the one provided by

Littlewood (1981), for whom the advantage of CLT is that “it gives planned emphasis on functional as well as structural features of language, combining these into a more completely communicative view” (p.1). A better communication is possible when these approaches work together. Nunan, (1996) synthesizes the communicative approach into five principles:

- Emphasis on interaction for communication in the L2.
- Introduction of real texts in the learning context.
- Giving students the opportunity to think not only about the learning process but also about language.
- Interest in learners’ personal experiences as aspects that feed to learning classroom.
- Emphasis on the relationship between the languages learned in the classroom and the tasks outside them.

In my proposal, I take into account some elements of CLT. First, communication and interaction between learners, cooperative and collaborative learning, input learning and output learning.

3.4.2 Principles of Genre-based pedagogy

CLT is an important frame of pedagogical action for my proposal. However, the main structuring approach comes from Genre Pedagogy, a teaching approach that emerged in Australia in the 1989’s. Genre pedagogy involves modeling and jointly working on discourse so that students gain awareness and independent mastery of the structure and

language resources associated with specific genres. (Martin & Rose, 2012). Genre and discourse awareness activities focus on the different structures of genre and how the communicative purpose is achieved.

Genre-based pedagogy proposes four stages in the teaching of languages: field negotiation, deconstruction, joint construction and independent construction. Due to the focus of this project on listening, I have adapted these stages. In the field negotiation stage, teachers review progress made before proceeding to independent construction (Cope & Kalantasis, 1993).

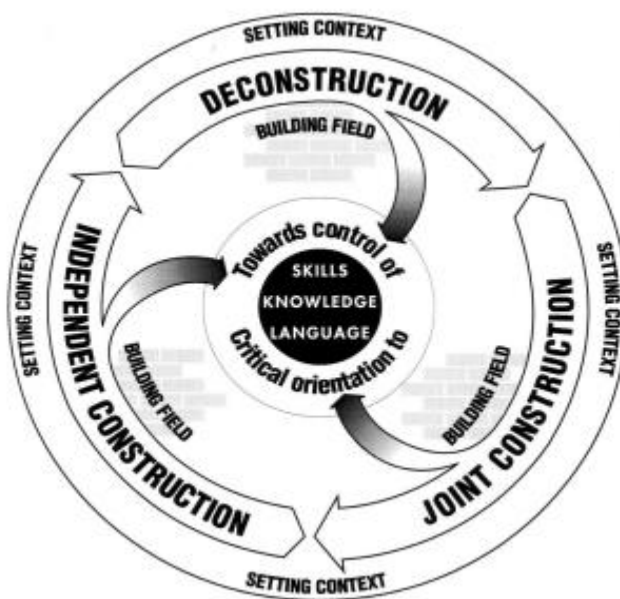


Figure 3. Genre teaching/learning cycle. (Rothery, 1994).

The above figure represents Genre teaching/learning cycle. In the deconstruction stage, teachers help students to recognize discourse stages and key language features realizing them. In the joint construction, teachers guide students to construct new knowledge following a discourse model. Due to my focus on listening skills, I have

changed “joint construction” for joint listening practice. Joint practice is defined by Fielding, Bragg, Craig *et al.* (2005, p.72) as “the existing practice of teachers who are trying to learn new ways of working and acknowledges the effort of those who are trying to support them”. This implies that teachers and learners need to work together to interchange ideas and opinions. Finally, independent construction is the stage in which, students are able to produce the acquired knowledge with previous provided scaffold by teacher. In my proposal, this stage corresponds with autonomous listening practice, in which learners participate in listening activities with less scaffolding from the teacher.

An important concept in my project is scaffolding. According to Bruner, scaffolding is the interaction between a parent and a child or between a tutor and a student (Bruner, 1975). This is the original definition provided by Bruner, but some other new theoretical concepts on scaffolding can be summarized as follows:

- The process of scaffolding is not a simple act of will on the part of the adult, but a negotiable transaction (Wood 1989).
- The adult demonstrates or models parts of the task that the child cannot do independently in a way that supports the child to imitate the adult’s actions for successful completion. (Wood, Bruner et al, 1976).
- Scaffolding requires at the very least a shared goal understood by all participants. The Adult shares ‘perceptions, conceptions, feelings, and intentions’ (Wood 1980).

3.5 A functional view of language teaching

In my proposal, I intend to reflect a functional view of language teaching. The functional view of language teaching contemplates teaching as acquisition of a given set of pragmatic skills. It is more about social norm than linguistic norm (Rèzeu, 2001, p.135) which means the emphasis is not specifically laid on language itself but rather on what the latter is learned or intended for. In this paradigm, students focus their attention on the intention of the speaker to communicate a message.

Concerning the underlying language theory, I find Halliday's views to be most convincing. Halliday (1985) affirms that all languages are organized by three meta-functional components: ideational, interpersonal and textual. The first one emphasizes the experiential and the logical content of the text according to the outer world in the environment. The interpersonal "deals to the social and power relations among language users" (Halliday, 1978). On the other hand, textual metafunction of language is related to the production of coherent and cohesive texts to a better organization and structure of the linguistic information.

When considering a functional view of language, authors like Wilkins (1979) claim:

Language always occurs in a social context, which suggests that it is possible for people to concentrate learning upon the forms of language that are most appropriate to their needs. This creates the possibility of a learner-based syllabus to replace the subject-based grammatical syllabus (Wilkins, 1979, p.83)

Considering these principles, a broad relationship between cognitivism and functionalism is given in second language acquisition. Cognitive theory emphasizes the processes of learning and the way in which knowledge is constructed by human individuals,

while functionalism provides them with the opportunity to express their ideas, thoughts and feelings in real communication. Cognitivism stresses the acquisition of knowledge and internal mental structures as a conceptualization of student's learning processes and addresses the issues on how information is received, organized, stored and retrieved by the mind (Ertmer & Newby, 2013.). It means that learners acquire knowledge and their difficulties in learning could be easily identified through the process. A relationship between the above Hurier model and these stages of the learning process is clearly seen. Learners have different ways to process messages. (Winne, 1985) affirms that "learners' thoughts, beliefs, attitudes and values are also considered to be influential in the learning process". (p.52). The teacher's role is actively empowering students to appropriate language knowledge while the student is gradually encouraged to become an active language user.

3.6 Language as discourse

Language is a tool which makes possible communication between human beings. The interchange of ideas, feelings, emotions, beliefs and emotions between them can be possible thanks to language. Halliday (1985) affirms that language is a meaning-making resource, which means that all can be created by us when we have a specific purpose in communication. Discourse could be spoken or written. In my proposal, I focus on spoken discourse which has the purpose of narrating stories, that is, narrative discourse.

3.7 Narrative discourse

Narrative is considered as a genre where events or success are reported. These events could be real or imaginary. According to Labov (1972), narratives are a type of text characterized by presentation of events in an orientation, conflict, evaluation and resolution sequence. Although some of these stages may not be present or they may in a different order, narratives typically involve participants in resolving some negative situation through different actions.

A sequence of success is presented in a chronological order in the majority of narratives. Labov and Waletzky defined narrative as “one verbal technique for recapitulating past experience, in particular a technique of constructing narrative units which match the temporal sequence of that experience” (1967: 13). Narrative is divided into different genres such as novels, short stories and poetry. Labov (1972) also classify the main stages of the narrative genre as follows:

1. Abstract/ Initiation: where the story is going to be about.
2. Orientation: Where the story is presented in a general way; participants, location, time and circumstances of the story are known by the reader.
3. Complication: Where a description about the problems is made.
4. Evaluation: Stage in which the point of the story is presented.
5. Resolution: Where the events are organized in a sequence way.

3.8 Recounts

A recount can be defined as the act of retelling events or experiences to someone. It has the purpose to informing or entertaining. Typically, they are narrated in past tense. For a better understanding in the sequence of recounts, sequence markers are sometimes used (First, then, after that, finally). These connectors help readers to assimilate the main message of the story. At the same time, they help to identify the stages of the story such as orientation, conflict, resolution and evaluation. When we make recounts, we are able to reconstruct a story from the beginning to the end.

According to Knapp (2005), a recount text is basically written out to make a report of an experience of a series of related events which means that a coherent sequence of them should be clear. Knapp (2005, 224) also expressed “simple narratives or stories add a major dimension to the structure of a recount”

Chapter 4: Proposal.

This project has been designed in order to improve 11^o graders listening skill at I.E Técnico Industrial “Pedro A.Oñoro”, considering the results in needs analysis which suggested a need to reinforce this this ability.

4.1 General objective

To promote 11th graders’ listening skills at I. E. Técnico Industrial “Pedro A. Oñoro” through the use of genre-awareness activities.

4.1.1 Standards

The standards I pursue in this proposal are:

- Comprendo el sentido general del texto oral aunque no entienda todas sus palabras.
- Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.
- Identifico personas, situaciones, lugares y el tema en conversaciones sencillas.

4.2 Methodology

This proposal features genre awareness activities designed to promote students’ comprehension of oral narratives. As explained in the theoretical framework, the pedagogical sequence I use involves:

- Modeling the structure of narratives.
- Jointly analyzing spoken narratives.
- Describing character personalities and moral profile.
- Independent performance of listening tasks focused on narratives.
- Assessment and self-assessment of listening skills.

4.2.1 Learning outcomes

Through this proposal, I pursue the following learning outcomes:

- Students will become aware of the discourse stages of narratives in listening input and the language resources associated to them.
- Students will be able to understand participant roles and locations in a short tale by using prior knowledge activation.
- Students will be able to understand aspects of character personality (Moral profile) in short tales by making inferences from context

4.3. Pedagogical intervention

Learning outcome	Time frame	Knowledge base	Teaching strategies and materials	Assessment
Students will be able to understand participant roles and locations in a short tale by using prior knowledge activation.	January 23 to February 6 6 hours	<p>Sequence markers: one day, finally</p> <p>Reported speech: he exclaimed</p> <p>Grammar: past verbs, making invitations with will</p> <p>Vocabulary: movement verbs, personality adjectives, describing places, emotions</p> <p>https://www.youtube.com/watch?v=2iOIM9XdOYo (Story 1)</p>	<p>Day 1 (1 hour):</p> <p>Students will be aware of course goal.</p> <p>Modeling narrative discourse (The greatest treasure).</p> <p>Day 2 (1 hour):</p> <p>Language focus: place descriptions, movement verbs.</p> <p>Day 3 (1 hour): Joint practice (The Lion and the Fox)</p> <p>https://www.youtube.com/watch?v=pFDXCXVvtRo (Story 2)</p>	<p>Third story Turtle's flute</p> <p>https://www.youtube.com/watch?v=R1yL8oSVLP8&index=6&list=RDpFDXCXVvtRo (Story 3)</p>

			<p>Day 4 (1 hour): The Lion and the fox</p> <p>https://www.youtube.com/watch?v=pFDXCXVvtRo</p> <p>(Story 2)</p> <p>Assessment</p> <p>Day 5 (1 hour): Third story</p> <p>Day 6 (1 hour): Third story</p>	
Students will be able to understand aspects of character personality (Moral profile) in short tales by making inferences from context.	February 20-March 3 5 hours	<p>Vocabulary: moral profile. Adjectives (Cunning, naivety, honest, rich, wick, envious, scared, greedy).</p> <p>Grammar: Past progressive (was grazing). Past simple (found, went away). Past simple (negative form with did not)</p> <p>Habits (He use to go to his farm)</p> <p>Sequence markers: One day, Once upon a time, from that day, so one day, next day.</p>	<p>Day 1 (1 hour) Students will be able to understand aspects of character personality (Moral profile) in short tales by making inferences from context. The wolf and the lamb. https://www.youtube.com/watch?v=EBU190P8okU (Story 4)</p> <p>Day 2 (1 hour) Magic pot https://www.youtube.com/watch?v=TqhqqvmRcj0 (Story 5) Language focus (movement verbs, physical and moral features, personality adjectives, foods)</p> <p>Day 3: (1 hour) Grammar (Tenses)</p>	<p>Day 5 (1 hour) Assessment The Intelligent Jackal. https://www.youtube.com/watch?v=Sei-cdHZvjY (Story 6)</p>

			Day 4: (1 hour) Joint practice Magic Pot. https://www.youtube.com/watch?v=TqhqqvmRcj0 Day 5: (1 hour) Assessment	
Students will be able to understand sequences of actions in short folk tales narrative by paying attention to images.	March 6-15 5 hours	Sequence markers: Once on the island, soon, one day, the next day, the day after that, on the fourth morning, from that time on. Sequence actions: prepare breakfast, go to the village market, cook breakfast, cook a huge pot of sweet porridge, wash the dishes, clean the floor Grammar: past verbs, greetings, giving orders (get up and be ready, let us go back, stop), request favors (please, let me out, please answer me), future phrases with "going to", future phrases with "will", habits. Vocabulary: physical features (long hair), personality	Day 1 (1 hour) Students will be able to understand sequences of actions through images. This is the model that the teacher is going to show: The stone cutter: story time https://www.youtube.com/watch?v=EtS22OMRJEG (Story 7) Day 2 (1 hour) Language focus (movement verbs, physical features, personality adjectives, foods) Short animated story: A day in the park: Learn actions words for kids. https://www.youtube.com/watch?v=QBJ4o2JIs4k (Story 8) Day 3 (1 hour) Practice grammar (past verbs, future phrases, giving orders) Day 4 (1 hour) Joint practice Honest	Days 5 Princess of three Jasmines/Classic Folk tales/Kids stories https://www.youtube.com/watch?v=UnMxWiC2U_g&spfreload=5 (Story 13)

		adjectives (poor, happy) foods, movement verbs.	woodcutter/Bedtime stories/Classic stories/Grandma stories for kids https://www.youtube.com/watch?v=R8_ZlkGrgd0 (Story 9)	
Students will be able to predict character actions in short tales by making inferences from what they have heard before.	April 3-12. 4 hours	Grammar: Past simple, present perfect, future with will, modal verbs, superlative form, adjectives. Sequence markers: (Once upon a time, until one day) Vocabulary: Habits (Use to play). Describing places and situations. Personality adjectives, physical features	Day 1 (1 hour) Students will be able to predict character actions in short tales making inferences from that they have heard before. The three little pigs https://www.youtube.com/watch?v=K_LCDWbntI4 (Story 10) Day 2 (1 hour) Language focus: physical features, describing personalities and places. The wolf and the seven little goats' story. https://www.youtube.com/watch?v=86qeLlC5lHU (Story 11) Day 3 (1 hour) Joint practice The Ugly Duckling https://www.youtube.com/watch?v=faI5k4nove4 (Story 12) Day 4 (1 hour) Assessment	Day 4 (1 hour) Assessment The hero https://www.youtube.com/watch?v=yn26sB6Evfg (Story 14)

4.4. Lesson Planning

Unit 1

Learning outcome 1: Students will be able to understand participant roles and locations in a short tale by using prior knowledge activation.

Lesson 1

Time	Teacher actions	Students actions
Day 1. 00:00 10:00 10 minutes	The teacher explains unit objectives in Spanish. The teacher also does a short activity in which, students will activate knowledge about narrative discourse.	Specific students will rephrase the objectives. The students also do the activity in order to activate knowledge about narrative discourse.
05:00- 20:00 15 minutes	The teacher models narrative discourse playing the first video “Short story elements” in order to model the structure to narrative oral texts. https://www.youtube.com/watch?v=VDmhl-SU5Yk	The students will analyze content of the video and make questions about it. The students will analyze content of the slides as well and make questions about.
20:00- 30:00 10 minutes.	The teacher will play the video “The greatest treasure” in order to apply a worksheet activity. https://www.youtube.com/watch?v=2iOIM9XdOYo (Story 1)	The students will analyze the video.
30:00- 55:00 25 minutes.	The teacher will provide a worksheet activity in which, students should classify elements of a short story, according to the video “The greatest treasure” and explain to their partners.	The students will classify elements of a short story according to the video and complete some spaces and words they understood on it.

Lesson 2

Time	Teacher actions	Students actions
Day 2. 00:00 15:00 15 minutes	The teacher will show to the students piece of cards reminding adjectives and some expressions for descriptions through drawings	The students will identify adjectives in the piece of cards in order to describe places and personalities
15:00- 45:00 30 minutes	The teacher will divide the students in small groups and name leaders in each one of them, explain to them what they will do with the new pieces of cards that they bring from home	The students will reorder events in the story “The greatest treasure”, represent them in the pieces of cards with drawings each one of the parts of the story (Orientation, conflict, resolution evaluation).
45:00- 55:00 10 minutes	The teacher will encourage a game with the cards in which one group go away to another different group and show it the images in the cards that they drew. Leaders must be in front of the activity.	Each group goes away to their partners and shows them the images in the cards that they drew. The selected group must guess the part of the story which was represented in the drawing and must write expressions to describe places or personalities.
45:00- 55:00 10 minutes.	The teacher will provide a post task where the students should write the moral teaching of the story “The greatest treasure”. They should write the main ideas about it. And they should apply it to their actual lives describing their peers.	The students will receive the post tasks and ask some questions to the teacher if they have doubts

Lesson 3

Time	Teacher actions	Students actions
Days 3 and 4 00:00-20:00 20 minutes.	The teacher will require the post task in the last class in which the students may write the moral teaching in the video “The greatest treasure”, and they also will describe some of their peers applying the moral teaching of the story.	The students will pass in front to their partners and read what they wrote about the moral teaching of the story and the descriptions of their peers.
20:00-35:00 15 minutes.	The teacher will provide some flash cards with a vocabulary of the story “The Lion and the Fox”. As a second step, the teacher will remind some aspects about narrative genre and reactivate prior knowledge about situations presented in the story. Finally, the teacher will show the video “The Lion and the fox” https://www.youtube.com/watch?v=pFDXCXVtRo (Story 2)	The students will practice the provided vocabulary in the flash cards. They pay attention to the reminders made by the teacher about narrative discourse and finally they analyze content of the video “The Lion and the Fox”
35:00-50:00 15 minutes.	The teacher will provide an activity in worksheets in which, the students will identify stages of narrative discourse in the story “The Lion and the Fox”.	The students will identify elements in the short story presented. They should complete sentences in the worksheets and fill in the blanks writing these elements.
50:00-60:00 10 minutes.	The teacher will check the activity with volunteer students who will pass in front of their partners and read the answers on the worksheets. They also write on the board their answers.	The students will pass in front of their partners and read their answers in the blanks and write them on the board.
60:00-70:00 10 minutes.	The teacher will explain to the students that they should underline actions (verbs) in the provided worksheet. After that, teacher will model a game they will play in order to practice.	The students will pay attention to the instructions and do the activity in order to identify verbs and tenses.
70:00-75:00	Teacher will play again the video “The Lion and the Fox”	Students will pay attention to the video “The Lion and the Fox”

5 minutes.		
75:00-95:00 10 minutes.	The teacher will encourage a game in which, the students will identify participant roles in the video working on the underlined actions in the worksheet and explain about character personalities through a video.	The students will act representing participant roles of characters in the video. Their partners should guess the roles mention one adjective from characters using prior knowledge.

Lesson 4

Time	Teacher actions	Students actions
Days 5 and 6 00:00-15:00 15 minutes.	The teacher will make a presentation to the students about a summary of all the activities they have done until the date, showing their outcomes.	The students will pay attention and ask for some doubts they have about it.
15:00-25:00 10 minutes.	The teacher will provide to the students a worksheet vocabulary related to a video they will watch. After this, the teacher will play a video with a third story called "Turtle's flute" https://www.youtube.com/watch?v=R1yL8oSVLP8&index=6&list=RDpFDXCXVvtRo (Story 3)	The students will practice vocabulary related to the story they will watch. After that, they will pay attention to the video "Turtle's flute"
25:00-55:00 30 minutes.	Teacher will provide to the students an evaluation made in worksheets.	Students will resolve the evaluation taking into account the video. They should answer some questions about it. They also should identify participant roles and locations; fill in the blanks, complete sentences.
55:00-80:00 25 minutes.	Teacher will check the evaluations with the students, making self-assessment in small groups. The teacher will provide the self-assessment in worksheets.	Each group of students will show their partners' outcomes and weakness to the rest of the class
80:00-90:00 10 minutes.	Teacher will make a presentation with the corrections of the main students' weakness in front of the class, in order to share comments to improve them.	Students will correct their answers in order to improve their weakness at the moment to resolve the activity.

UNIT 2

Learning outcome 2: Students will be able to understand aspects of character personality (Moral profile) in short tales by making inferences from context

Lesson 1

Time	Teacher actions	Students actions
Day 1 00:00-15:00 15 minutes.	Teacher will model aspects of character personality with their own sample, showing a slide presentation about her, tell some stories about the pictures she will show in the slides and provide to the students some pieces of papers. Additionally, the teacher will remind some aspects for participant roles.	Students will pay attention to the slides and write in the pieces of papers the main aspects of character personality from the teacher.
15:00-25:00 10 minutes.	The teacher will explain what the difference between physical features and moral profile is, using the same slides about her.	The students will choose one of their partners in order to identify aspects of his/her character personality.
25:00-35:00 10 minutes.	The teacher will encourage the activity in which, students need identify aspects of character personality in one of their partners, and their roles in the classroom.	The students will write and tell some aspects of their partner's character personality in front of the class.
35:00-50:00 15 minutes.	The teacher will provide a worksheet vocabulary related to the video "The wolf and the lamb" and play the video to the students. https://www.youtube.com/watch?v=EBU190P8okU (Story 4) The teacher will remind some relevant aspects of narrative discourse as well.	The students will practice vocabulary and pay attention to the video "The wolf and the lamb". They also will pay attention to the reminders made by the teacher about narrative discourse
50:00-55:00 5 minutes.	The teacher will explain a post task activity in which, students will identify character personality and participants roles in the video and will	The students should first identify character personalities and participant roles in the video and look at for one different partner from the beginning of the class; write the adjectives which

	make differences between this and the character personalities from two of their partners.	describe his/her character personality and making differences between the participants in the video and their partners. They should write these adjectives in pieces of cards. Finally, they will make comparisons in front of their partners
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Lesson 2

Time	Teacher actions	Students actions
Day 2: 00:00-10:00 10 minutes	The teacher will require the post task activity in which, the students may identify character personalities of the participants in the video and their partners and make differences between.	The students will pass in front of their partners and write the differences about character personalities that they identified in the video and their partners.
10:00-20:00 10 minutes.	<p>The Teacher will remind the difference between physical features and moral profile by mentioning some aspects about character personality. After that the teacher will make a cultural awareness raising about Indian, with a short video about it “La India, un imperio de cultura y tradición”</p> <p>https://www.youtube.com/watch?v=G57r2RlQ6U8</p> <p>After that, the teacher will play the video “The Magic Pot”</p> <p>https://www.youtube.com/watch?v=TqhqqvmRcj0</p> <p>(Story 5)</p>	The students will pay attention to the reminders and explanation made by the teacher.
20:00- 55:00 35 minutes.	The teacher will play the video “Magic Pot” and will introduce and explain “Voice Thread” tool. The teacher also requires laptops, tablets, and cellphones for next class. After this, the teacher will provide a worksheet activity in which, they should identify character personality in the video “Magic Pot”	The students will analyze content of the video and teacher’s explanation about Voice Thread. The students will do the activity in the worksheets.

Lesson 3

Time	Teacher actions	Students actions
Days 3 and 4 00:00-05:00 5 minutes.	Teacher will require the students' mail in order to register in Voice Thread and will explain how to do it.	Students will pay attention to the instructions.
05:00-55:00 50 minutes.	Teacher will guide the students' registration in Voice Thread	Students will register themselves in Voice Thread
55:00-60:00 5 minutes.	Teacher will play a video, using Voice Thread as a model to follow.	Students will analyze the video made by the teacher.
60:00-70:00 10 minutes.	The teacher will explain what students will do in the video recordings using Voice Thread. The students should record their voices making a brief description about their character personality. They should share their recordings with their partners showing them the recordings.	The students will pay attention to the instructions. The students will record their voices in order to describe themselves and sharing the recordings with their partners.
70:00-90:00 20 minutes.	The teacher will guide the activity in which, the students will show their recordings in voice thread to their partners and make some questions about it	The students will pay attention to the recordings in order to answer the questions made by their partners.

Lesson 4

Time	Teacher actions	Students actions
Day 5 00:00-10:00 10 minutes	The teacher will play the video “The intelligent Jackal”, and remind some aspects related with descriptions of character personality. https://www.youtube.com/watch?v=Sei-cdHZvjY (Story 6)	The students will pay attention to the video and the reminders.
10:00-30:00 20 minutes	The teacher will provide the first worksheet evaluation in which, the students should describe character personalities in the video “The intelligent Jackal” and explain to the students what they will do on.	The students will pay attention to the instructions and will resolve the evaluation.
30:00-35:00 5 minutes	Teacher will guide the game.	Students will search into the classroom one of their partners with the moral profile described by the teacher in the pieces of cards.
35:00-40:00 5 minutes	The teacher will provide some worksheets to the second evaluation and give instructions.	The students will pay attention to the instructions.
40:00-55:00 15 minutes	The teacher will encourage the short evaluation.	The students will resolve the short evaluation in which they should describe character personalities from the partners who they found in the game.

Chapter 5: Piloting

In this section, I present a lesson-by-lesson description of how the implementation of the proposal occurred. For this report, I discuss units 1 and 2.

Class 1. February 9th: Modeling stages of narrative discourse.

I explained the objectives of the project in Spanish and the students paid attention. Some of them asked questions about it. One more thing I explained in Spanish was the stages of narrative discourse (Watch video 1) and they participated actively. They could remember that they already study some of these stages in primary school when they learned about short stories. Another video they watched was about short story elements with my explanation (Watch video 2) and they commented some of them taking into account other stories they saw. (See Image 1). This was something that drew my attention because I did not expect they had this kind of participation talking about their childhood and what they learned.



Image 1. Modeling Narrative Discourse.

Class 2. February 13th. Identifying stages of “The greatest treasure” story.

After they saw the video of the story “The Greatest Treasure”, they could participate in the class making comments about the story. They applied the first worksheet individually with my help. (see Images 2, 3). They could identify stages of narrative discourse in the story.



Image 2. Promoting genre awareness Image 3. Promoting genre awareness.

Finally, some students went to the board and wrote each one of these elements. They were all willing to participate.(See Images 4, 5). In Image 6, it can be observed the final result of the activity.



Image 4. Using skills independent.



Image 5. Using skills independent.

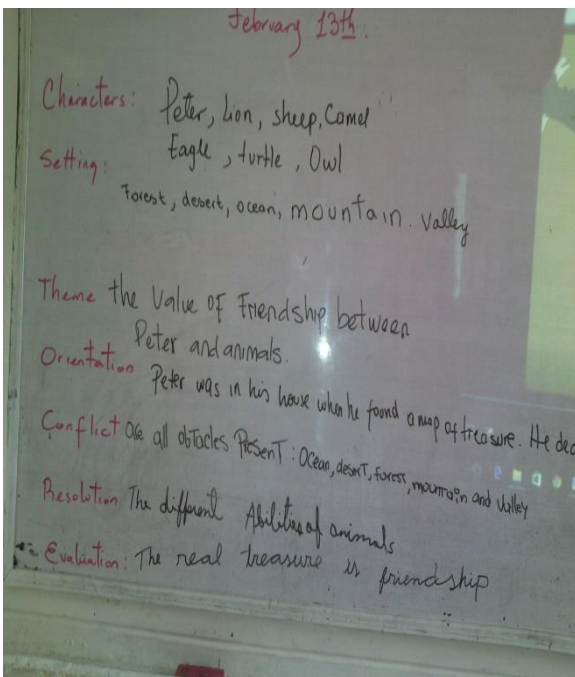


Image 6. Final first worksheet result

Class 3. February 15th. Joint practice.

I began the lesson reminding concept of adjectives and I showed to the students some flashcards about. (see Image 7). The objective was that they had to identify these adjectives according to the image. This objective was achieved by them because they could identify the majority of the adjectives. One funny thing I remember was that one of my student said “No happy” when I showed the adjective Sad.



Image 7. Identifying adjectives through flashcards

After this part of the class I put a post task in which, students should identify some features of the characters in the story “The greatest treasure” according to the flashcards that they had seen. They also had to cut and paste other adjectives from magazines in order to do the next activity.

Class 4. March 7th. Describing characters in the story.

I required the post task in which they should describe characters in the story “The greatest treasure” taking into account the studied adjectives in the class. I checked the post task in their notebooks and after that, they went in front of their partners and read their tasks. (see Images 8, 9).

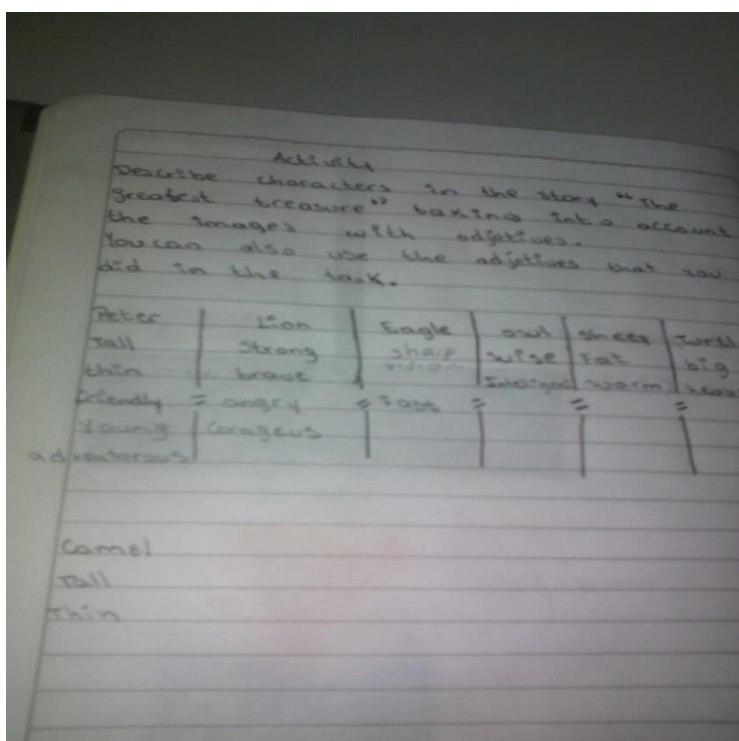


Image 8. Describing characters post task

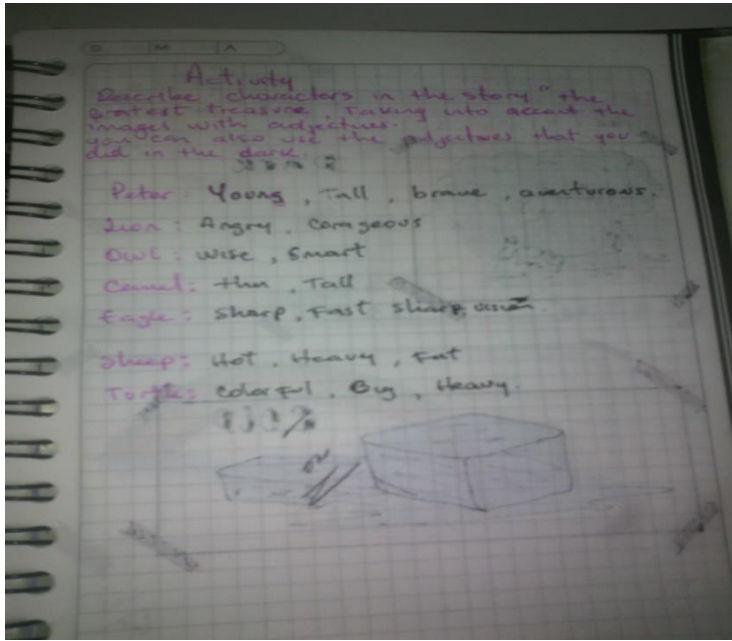


Image 9. Describing characters post task.

I explained the activity with the magazines. They cut and pasted some images of people in order to represent adjectives of the characters in the story “The greatest treasure” (see Images 10, 11). The students made the activity with my help when they required it.



Image 10. Group work activity.



Image 11. Group work activity.

Class 5. March 9th Joint practice.

I asked them about the moral teaching of the story (Watch Video 4) and I explained to them a short activity in which, they had to apply this teaching to their actual lives. They wrote it in their notebooks in 5 lines and after that, they shared with their partners. I required the post task with the adjectives in flashcards in order to apply other activity in class. They showed me their cards from their chairs and I began to explain the objective of the activity (Watch Video 5). They had to make groups of three and name a leader who had to go to another group and show their cards in order to identify the adjectives that describe some characters in the story “The greatest treasure”, They had to write descriptions of the

characters using the adjectives in the cards. They did this activity in 15 minutes, and finally they participated in the class showing and reading their tasks. (Watch Videos 6, 7).

Class 6. March 15th. 7: 00 am. Promoting Genre awareness.

I began this lesson with some reminders about the stages of narrative discourse. The students began to participate in a shy way. Some of them showed their willingness to participate but they did not do it. I think they felt insecure about what they wanted to express but at the same time I perceived that they knew about the topic in question. I had to speak in Spanish and after that, they began their participation. So, I felt that they still have something that they need to get over: their shyness to express what they know about any topic. I think that they will do it when they have enough courage to make the accurate decisions in the moment. (Watch Videos 8 and 9). I had some problems with my computer and the last minutes I could not show the second video of the intervention: “The Lion and the Fox”.

Class 7. March 15th. 12:00 M. Modeling second story.

I felt a little worried during the journal because my computer did not work at the beginning of the morning, but I could solve the problem and my computer began working about 11:00 am. The class was at 12:00 and when the students arrived to the classroom I had prepared everything in order to continue the class. I began playing to them the video “The Lion and the Fox”. When the video finished, I noticed some expression in their faces which showed me they needed to watch the video again, when I asked them about it, they did not want to answer my question. They were shy again but some of them answered:

“yes”. I repeated the video and helped them to identify the elements of narrative discourse in this story. At the beginning, they did not do it, but I helped to them explaining some key words in order to identify these elements, for example: “Once upon a time” for the orientation and “finally” to the evaluation. After this, they could do it. (Watch Videos 10, 11, 12 and 13). Something relevant that I noticed in this class was that they did not understand some parts of the story at the beginning, but when I repeated it they did. Students’ progress is evident but they are very shy when they need to ask something about the story. They had to finish the worksheet activity at ho

Class 8. March 21st. Promoting genre awareness activity.

I began the lesson requiring the worksheet activity of the video “The Lion and the fox”. I was worried when I realized that some of them did not do it. (Watch Video 14). We had already begun the first point about the elements of narrative discourse in the last class. But in this class we needed to write this point on the board. So, I required volunteer students and a few of them wanted to participate in spite of the fact that they had it in their hands. (Watch Videos 15, 16, 17 and 18) Something that draws my attention was the willingness to participate showed by one of the students named Leiner. He wondered if he could go to the board with his notebook because he had the idea about the evaluation of the story but he did not write it. I helped him with the idea and his writing on the board. (Watch Video 20). In that moment, I realized some of the outcomes in the students but their fear is evident. In this last part of the first point, they showed total shyness. (Watch Video 21). One of the students wanted to go to the board but she did not make the decision. They wrote on the board the elements of narrative discourse in the story “The Lion and the Fox”. (see Image 12). I had to encourage her. (Watch Video 22) I asked what happened and I

talked to them in Spanish. They expressed their shyness about participating. For this reason, I think that I need to work on it. Today, I began thinking about it. Finally, the students expressed that they had not understood point 2 of the worksheet activity and I explained it to them. They understood immediately. (Watch Video 23)

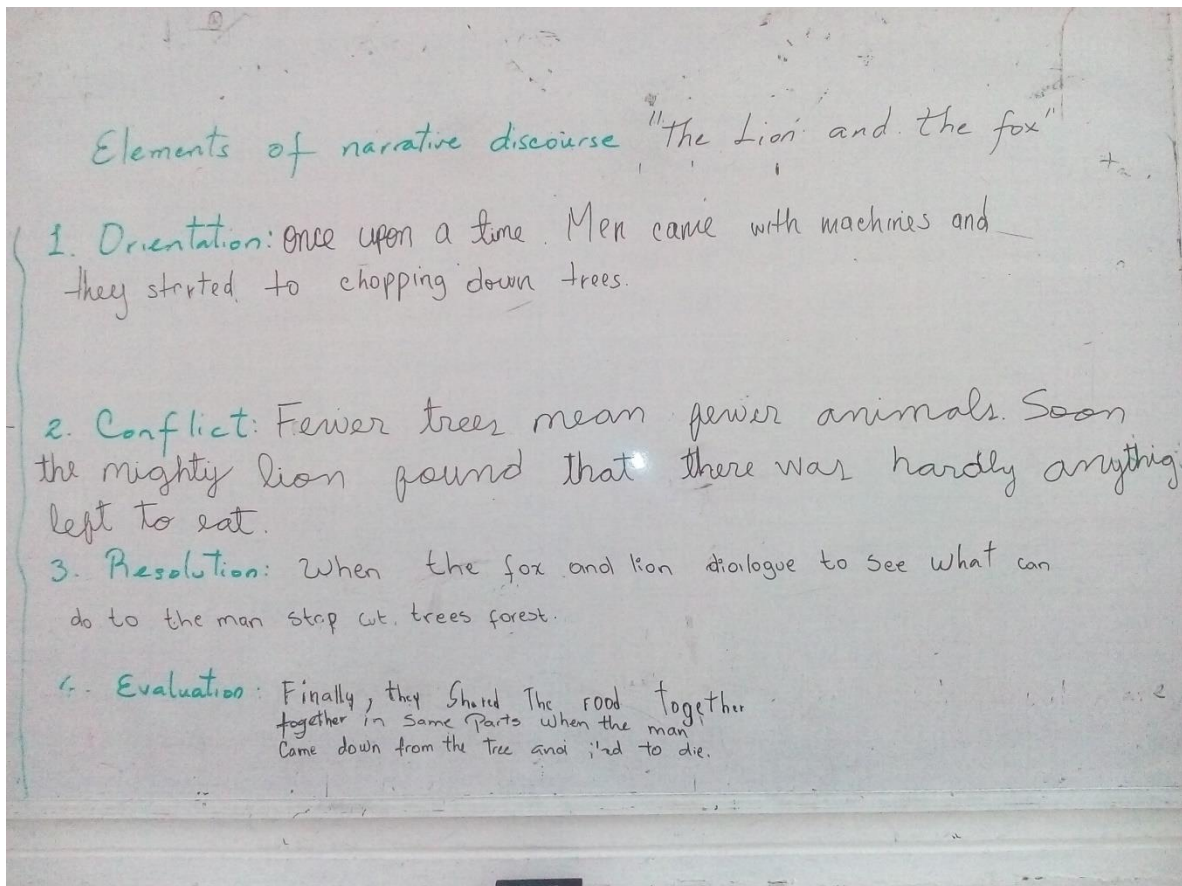


Image 12. Identifying stages of narrative discourse (second story).

Class 9. March 22nd. Modeling participant roles.

I began this lesson very glad with the punctuality of the students who used to arrive late to school on Wednesdays, I was talking with them about it and they began to correct this bad habit. I think they are motivated with the English class despite of being a little shy in their participation. I explained about participant roles and the majority of them did not know about it. (Watch Video 24). They began to participate when I asked about participant roles of each one of the characters in the story “The lion and the fox”. They were very clear about it. At the same time, I talked with them about their shyness in the last class and they did not express anything about it. (Watch Video 25). After that, I began to explain about character personality and I played to them a video related to this topic. First, they watched the video and I asked them what the global idea was and they answered with some doubts. I repeated the video and I explained carefully each one of the most important parts. This video is named “The six pillars of character”. When I finished the explanation, they began to work on tasks number two and three of the activity, but it was only for about 5 minutes because the class finished.

Class 10. March 28th. Summarizing students overcomes

My lesson began with the presentation of the student’s outcomes. I summarized their excellent results in this project until that date, showing them some photos and videos about their activities in classes. Some of them had fun with the images and they could express their opinions (Watch Videos 35 and 36). When I did the summary about their outcomes, I congratulated and encouraged them to continue in the same attitude and

willingness to participate in the lessons. (Watch Video 37). After that, I explained the word web activity about the third story “Turtle’s flute” (Watch Video 38). They began working on the activity according to their criteria without watching the video. The time was over to the presentation of this third story. The students should work on the activities at home. They should identify some family words according to their own criteria and did it but something useful and more productive could be that they should associate terms and enlarge these word families according to the chosen categories.

Class 11. March 29th. Modeling third story

The lesson class began with the presentation of the third story “Turtle’s flute”. I required the students to look for the word web activity they did in the last class, in order to correct possible mistakes. (Watch Video 39). They began checking their activities at the same time they watched the video. After they finished the worksheets, they went to the board and wrote their answers one by one. I decided to use this listening activity as a vocabulary building activity because I think it was a very useful way to infer what the story they will see about. (Watch Video 40). They filled in the blanks with some words according to the video and told me that some mistakes were made at the beginning, but they could correct them after they watched the video. They only supposed what word could fill that space taking into account the given sample. The first circle was about places, the second one about animals. They could identify what kind of word was in the blanks. There were some spaces that do not have a first sample, so, they could fill them with whatever kind of word they identified in the video. Something that was very interesting in this activity was

the participation of different students. Students who do not like participate in the class. They did it with self-confidence. They were creative when they filled those spaces. They found some other different kind of family words and they wrote them in the spaces. (Watch Videos 41, 42, 43, 44 and 45). I think they felt self-confident because I was talking with them about their shyness I noticed in the two last classes and I invited and encouraged them to participate without any afraid.

Class 12. April 4th. Evaluating student's overcomes.

I informed to the students that I had a surprise for them, they were very glad but when I told them what the surprise was, they felt cheated by me and some of them laughed. The surprise was their first evaluation. I decided to assess them without prior notice because I wanted prove what they have learned until now and at the same time if they needed my help to resolve the test or if they could do it on their own. This evaluation was according to the last video they watched "Turtle's flute". I made the instructions about the test and I played again the video, in order to resolve the activity. This was the assessment for the first unit. They had some issues while taking the test; I had to explain again the elements of narrative discourse, because some of them forgot it. I helped one by one in some reminders about the stages of narrative discourse because they forgot it but they were only about 5 or 6 students in the classroom.

Class 13. April 18th. Applying self-assessment.

The students made a self-assessment in which, they could identify their strengths and weaknesses during the implementation of this project. (see Image 13). When I explained the dynamic of the assessment I told them that I need they were honest themselves because that activity was applied in order to correct mistakes and identify weakness to improve them. I explained the meaning of each one of the faces in the boxes. Some of them needed my help because they did not understand the global idea of the questions.




Institución Educativa Técnico Industrial "Pedro A. Oñoro"

Self-assessment activity. Outcome 1.

Teacher: Ivonne Pinillos Nieto.

Student: _____

Put a **X** below to the images at the right of your paper according to your outcomes, strengths or weakness.

Criteria			
When I listen to the video without images I can understand some key words.			
I can understand the structure of simple stories when I listen to them.			
I recognize discourse markers that signal the beginning of each section of the story.			
I can understand key information about the characters and places in which story occurs.			

3:41 p.m.
3/05/2017

Image 13. Self-assessment activity

These are some pictures about the moment in which, they were taking the test.



Image 14. Self assessment activity. Image 15. Self assessment activity.

Class 14. April 19th. Socializing results of self-assessment.

I began the lesson with my comments about the strengths and weaknesses I found in the self-assessments. The following are the results I found:

Question number 1: When I listen to the video without images I can understand some key words.

In this question the majority of them think that they are in intermediate level in the comprehension of key words with videos without images. The other part of the classroom expressed that they can easily understand key words.

Question number 2: I can understand the structure of simple stories when I listen to them.

In this question I found some similar results between the first and the second box of the table according to their level of understanding. Half of the classroom thinks that they can easily understand the structure of simple stories and the other one can understand in a fair way.

Question number 3: I recognize discourse markers that signal the beginning of each section of the story.

Students answered this question considering that they are in the intermediate level of the identification of those discourse markers.

Question number 4: I can understand key information about the characters and places in which story occurs.

In this question only two students answered that they do not understand information about characters and places in stories. This is the reason I decided to talk with them about how easy the task of understand key information is. I explained to them that they need to identify these elements in order to facilitate the comprehension of the story.

Question number 5: I control anxiety while doing listening activities.

When they were taking the test, the majority of them asked me about this question because they did not understand its global meaning. I began to explain one by one, but when I realized that most of them did not understand it I explained in front of the classroom. The results showed that half of the classroom considers that they control their anxiety and the other one expressed they can do it in a regular way.

A conclusion of this self-assessment is focused on the excellent outcomes that the students perceive themselves to have achieved in this project. Two years ago, when the survey was applied, they expressed that they do not understand anything when somebody speaks in English or when they listened to a video or conversation. I am really satisfied with the results because I have noticed their progress through all the implementation. I congratulated my students for their efforts to achieve these goals. They are very glad too.

Class 15. April 21st. Modeling character personality.

I began the lesson showing some slides about my trip to London. (Watch Video 47). The objective for this presentation was to tell them selected stories about some of the most relevant moments of my trip and they should identify aspects of my personality according to the stories. I introduced the learning outcome 2 of the project and I also explained on the board the difference between character personality and moral profile because they also had to select one of their partners and describe him or her. (Watch Video 48) I required some material they have where they should find adjectives of character personality and some adjectives to describe physical features. (Watch Video 49) I provided them some pieces of paper. (Watch Video 50). For this worksheet they chose one of their partners and described him/her in the pieces of paper in order to play a game. (see Images 16, 17)



Image 16. Describing character pers Image 17. Describing character pers

Class 16. April 25th. Promoting genre awareness activity.

I began the lesson doing some reminders about character personality and physical features (Watch Video 51), and I began the game with the pieces of paper that the students worked on the last class. They wrote about my character personality according to what they have heard in the short stories I told them about my trip and some of them read it. After that I encourage to the students for a game in which they should identify or guess who the person I was describing in the moment using their pieces of cards. (Watch Video 52). They were very motivated when I explained with a first example. (Watch Video 53). I read the description they wrote and they began to guess. But my surprise was that they did not know each other's personality traits because they made a lot of efforts in order to guess who the person was. (see Image 18). I read 10 pieces of papers and they only guess about three of them.

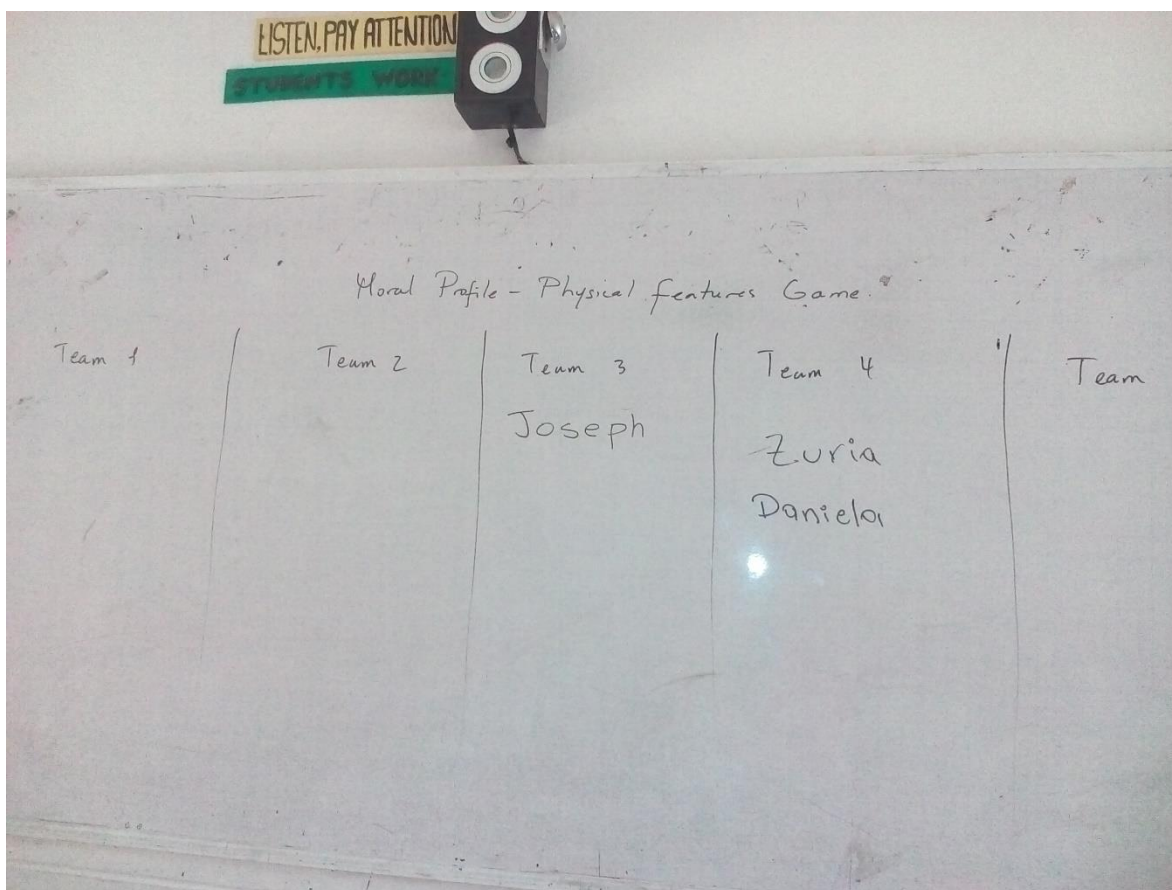


Image 18. Moral profile game

After they played the game, I made some reminders about narrative discourse and I applied a prior knowledge activity in order to make differences between what they learned when they were a child and what they have learned in this project about the elements of short stories. When I was explaining, some of them did not understand my instructions but I gave them some examples and the comprehension of the steps was easier. (Watch Videos 55 and 56). I should engage some of them individually because they felt shy to ask me and some of their partners told me about it. (see Images 19,20, 21).



Image 19. Scaffolding moment.



Image 20. Scaffolding moment.

Image 21. Scaffolding moment.

I also had the opportunity to explain some instructions of the worksheet 4 about “The Wolf and the lamb”, but the time was over. (Watch video 57)

Class 17. April 26th. Promoting listening skill.

I began the lesson giving some instructions about the new story they will study. They will only listen to the story without watching images. They listened to the audio about the story “The wolf and the lamb” taking some notes about words they listened. (Watch Videos 58 and 59). Something very interesting was that they did not need listening to the audio again. Some of them began to talk of what the story was about. After they talked, I invited them to write on the board the words they listened. The first one wrote about 10 words, another one about 5 words and the last one, 4 words. (Watch Videos 60, 61). After that, I checked those words with the video and I found something very interesting: two words that students wrote were wrong but they were similar in phonetic pronunciation. I

concluded that they associated these words with the real one. It was the case of “see” for “saved” and “quit” for “quick”. I think it is a progress for them. (see Image 23). They could make the exercise carefully and successfully. (Watch Videos 62, 63.). Finally, I explained worksheet 4 about the story “The wolf and the lamb”, in order to develop it in class but time was over.

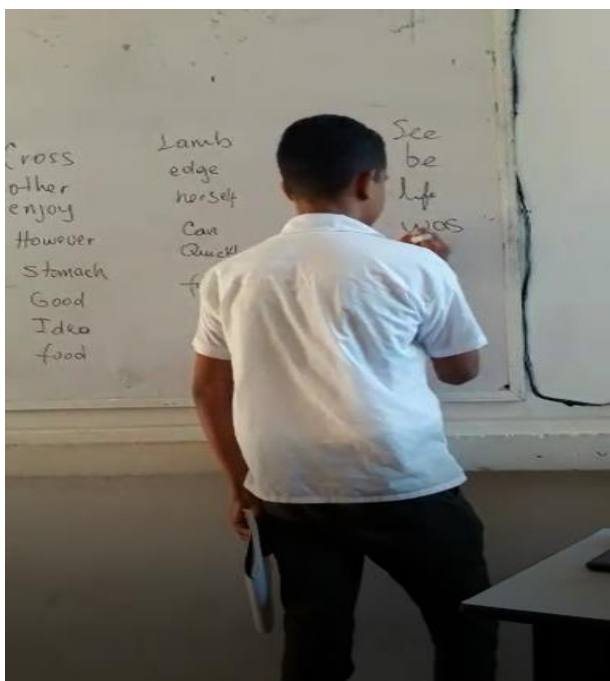


Image 22. Checking listening activity on the board.

Class 18. May 5th. Checking listening activity.

I required the worksheet they did about the story “The wolf and the lamb” and I checked them on the board with the participation of some students who were very interested to do it.

They made comparisons with the character personalities presented in the story and two of their peers. It was very funny because they identified themselves with the characters in the story. After that, I reminded the difference between physical appearance and character personality. When I had the disposition to continue the lesson, the secretary of the school arrived to the classroom in order to register students to Pruebas SABER and my time was over.

Class 19. May 8th. Modeling aspects about Indian culture.

I began the lesson explaining some relevant aspects about Indian culture and I played the video “La India, un imperio de cultura y tradición” in order to explain the importance of English language in that country especially in business and I also explained the English accent in India because they will listen to an audio with that accent. When they began to listen, they were surprised with the market accent of English language, but some other students expressed they did not understand at all. The idea was that the students could take some notes about words they understood and they did it, I checked in their notebooks, and they wrote some wrong words but the most interesting was that they could identify some other words. After that, I played the video “The Magic Pot” and they could check what words they wrote well and which words they wrote wrong. Finally, they wrote the moral teaching of the story in their notebooks.

Class 20. May 9th. Modeling physical features.

This lesson took place in the informatic room of the school and in the opposite journal. My students showed once again their motivation towards this project. It was raining too but their attendance was really good.

I began the lesson playing a video about physical features in order to establish some differences between moral profile and the topic studied.(see Image 23) and (Watch Video 65). After they watched the video, they related some of those features with a real person around them. Then I explained worksheet 5 in which, they should identify character personalities in a new story “The magic pot” and at the same time they should describe their English teacher taking into account the first video they watched about physical appearance. After that, I made some instructions about “Voice Thread” app. (Watch Video 66). First, I required their e-mails in order to register them. (see Image 24). The students began to work in their computers step by step following my instructions. (see Image 25). They all had to register themselves and I explained the activity they should do. (see Image 26). They had to record their voices in an audio, answering question number 2 in the worksheet 5.



Image 23. Modelling physical features.



Image 24. Scaffolding moment.



Image 25. Collaborative work.

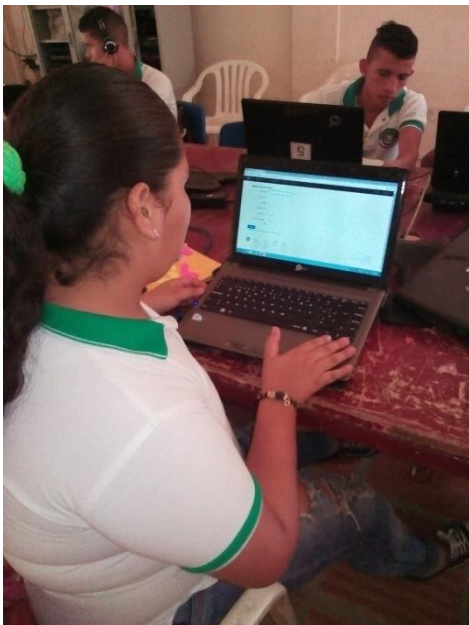


Image 26. Working on Voice Thread App.

Class 21. May 10th. Joint practice

This class began with modeling the story “The Intelligent Jackal” and with the reinforcement about aspects related to descriptions of character personality. The students reminded the game they played some classes before and made comments about. After that, students watched the video “The intelligent Jackal” and at the end of the video they shared some ideas about the story. Then, I provided a worksheet evaluation in which they had to identify character personalities in the story and describe three of their peers using adjectives they already studied. I engaged the evaluation to some students who asked me about second question because they did not know at all to their partners. I suggested to them by choosing members of their families but they preferred describing their peers. After this evaluation, I divided the classroom in teams and I chose some paper evaluations in order to play again with guessing. I began reading some of the descriptions and they had to guess who the partner was. The students who guessed got a score for his/her team. In this opportunity I realized that my students could identify the adjectives I read and associated them easier with the character personality of their friends.

5.2 Analysis of Assessment Moments

In this document, I present the most relevant assessment moments of this project. I began the implementation of the project on February 9th with the presentation of the objectives in Spanish language. My students were clear about them. The first outcome was: “Students will be able to understand participant roles and locations in a short tale by using prior knowledge activation”. During the implementation of this first unit, they should identify elements of narrative discourse in short tales.

5.2.1 Assessment moment 1

This assessment took place on April 4th. The students applied their first evaluation outcome about the video “Turtle’s flute”.

The aim of the assessment was to” understand participant roles and locations in a short tale by using prior knowledge activation”

The assessment instrument firstly, consisted of identify elements of narrative discourse (orientation, conflict, resolution and evaluation) in the story “Turtle’s flute”.

During the administration of the instrument, I made the instructions about the test and I played again the video, in order to do the activity. They had some issues while taking the test; I had to explain again the elements of narrative discourse, because some of them forgot it. I helped one by one in some reminders about the elements of narrative discourse because they forgot it but they were only about 5 or 6 students in the classroom.

Results

The results of the assessment are summarized below:

Overall score:	94,11% of students passed the test. 5,88% of students failed the test.
Overall score per section:	Question 1: 87,26% of students achieved the goal. 8,62% of students did not achieve the goal. Question 2: 91,35% of students achieved the goal. 8,65% of students did not achieve the goal. Question 3: 97,78% of students achieved the goal. 2,22% of students did not achieve the goal.
Strengths observed:	Identification of elements of narrative discourse. Identification and description of characters in the story.
Weaknesses observed:	Vocabulary, redaction of phrases.

5.2.2 Assessment moment 2.

This assessment took place on May 10th. The students applied their second evaluation outcome about the video “The Intelligent Jackal”. The aim of the assessment was to understand aspects of character personality (Moral profile) in short tales by making inferences from context

The assessment instrument firstly, consisted of identify character personalities in the story “The Intelligent Jackal” and after that, describing three of their peers using adjectives in their portfolios. During the administration of the instrument, I made the instructions about the test and I played again the video “The Intelligent Jackal” in order to do the evaluation. They had some issues while taking the test, because they recognized that it has been difficult to them knowing their partners at all, thus I suggested to them describing some members of their families but at the end they preferred their peers.

Results.

The results of the assessment are summarized bellow

Overall score	91,7% of students passes the test. 8,3% of students failed the test.
Overall score per section	Question 1: 95,4% of students achieved the goal. 4,6% of students did not achieve the goal. Question 2: 92,8% of students achieved the goal. 7,8% of students did not achieve the goal.
Strengths observed	Description of character personalities in the story. Description of physical features of partners.
Weaknesses observed	Description of character personalities of peers.

A comparison between first evaluation and second one was made in order to make conclusions of the results. Listening skills was developed throughout this implementation by exploring genre awareness activities. Students became aware of the discourse stages of narratives in listening input. They were able to identify key words in short tales without watching images and they also were able to identify character personalities taking into account the adjectives they heard while videos were played. In the first evaluation some issues were identified in terms that students confused with the two last stages of narrative discourse: resolution and evaluation, but when I explained about discourse markers they paid attention to the videos so they heard discourse markers and they could associate and identify them. The second evaluation revealed some other issues when students had to describe character personalities of their peers but in terms of listening output they achieved the proposed goals.

Conclusions

In this project, the ability of listening was addressed through some genre activities that promoted the identification of stages and elements of narrative discourse. It is satisfactory for me to report that the target class achieved the proposed goals of each unit plan. Students could improve their learning through the listening comprehension of short tales by identifying stages of narrative discourse. At the beginning they watched videos and at the end they only listened to the audios.

During the implementation of this project, a huge change in my pedagogical practice was reflected. I could learn a better way to teach English language through the development of communicative skills and not exclusively on grammar, as was my traditional teaching. I learned a lot of teaching strategies that help students to achieve outcomes in an easier way. At the same time, I learned how important is giving feedback to students in order to improve their weaknesses and I learned to encourage them when they required it. It has been a wonderful experience for my practice taking into account that I learned a better way to prepare lesson plans with clear objectives to reach.

Something that could be done different is the implementation of this kind of research projects at my school in order to identify other student's needs, lacks and wants in this particular context. It could help to students to achieve their outcomes in a more fulfilling way.

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Appendixes

Appendix 1.

English Class Observation. I.E Técnico Industrial “Pedro A. Oñoro”

Topic	Vocabulary about foods.
Teacher	Alfredo Avendaño.
Group	9C
Date	September 15th.2015.
Time of observation	45 minutes.
Student's age	14-15 years old.

Transcription of the class.

Teacher begins the lesson with some reminders about last class. He talks about some studied vocabulary about foods.

Teacher: Good morning my students, how are you?

Students: Fine teacher, thank you.

Teacher begins the lesson with some reminders about last class. He talks about some studied vocabulary about foods.

Teacher: Let's remember some foods today; do you remember the last class?

Students: yes, teacher.

Teacher: Which foods do you remember?

Students: bread, mantequilla, milk, coffee

Students answer his questions at the same time.

Teacher: Ok, I'm going to write some words on the board but disorganized.

After that, teacher writes on the board some disorganized words about the studied vocabulary food.

Teacher: Last class we talked about fruits, orange, apple, grapes. So, we are going to organize those words in the blanks. Ok, we are going to work in pairs, or do you want to work individually?

Students: Individual, in pairs, individual... (They answer at the same time)

Teacher: In the Unit 2 we studied about breakfast, breakfast is in the morning, in the afternoon or in the evening? Do you eat breakfast in the morning, in the afternoon or in the evening?

Students: In the morning, in the morning

Teacher shows some photocopies to the students and says: Look at this, you can see eggs. Do you eat eggs in your breakfast?

Students: yeeesss, yeeesss.

Teacher: Ok we are going to work in pairs. Look at for your partner.

Students organize themselves in pairs.

Teacher begins to explain the drills in the photocopies.

Teacher: Can you see this? This is coffee. Do you drink coffee in your breakfast?

Students: yes teacher.

Teacher: Here, in this exercise, you need to organize the words I invite two students from two different groups. I write the disorganized word and you organize it. The first student that organize the word, have a point and win. El primer estudiante que organice la palabra hace un punto para su equipo. For example if I write readb (he wrote on the board) and you tell me oh Teacher I know and you write bread, you win. If you don't know, tell me, teacher I don't know, I don't remember. Who want come into the board?

Students pass to the board and wait for the instructions.

Teacher writes the disorganized word but the students are in back to the board. When he gave the order they can write the organized word. Teacher gives the order and students begin to organize the word and they finish at the same time.

Teacher: ok there is a tie.

Teacher writes the word on the board.

Students: que es eso teacher?

Teacher: empate. I need two more students.

Students: yo, me, yo, yo, me

Teacher: Ok come in. (Two students go to the board)

Teacher writes again a disorganized word and says ok you can organize the word.

Students looked at for the word and they could not organize because they didn't know the word. Teacher tries to give some tracks but the students did not know the word. Teacher asks to the students if they know what the word is and nobody knew the word.

Teacher: Ok, let's begin the activity.

Students: teacher is individual or in group?

Teacher: work in pairs.

Some of them ask some questions about the drills.

One student asks: Profesor esto es agua?

Another one asks: Teacher, what is the mean of strawberry?

Teacher answers: Fresa.

Another one: Teacher is this water?

Teacher: No. It is not water. It's soda

Students pass to the board to do the drills in the copies.

Teacher pronounces the words and students repeat. Teacher does the pronunciation in general and individually. There was a classification of the words on the board and students pass and write the words in the correct column: Breakfast- Lunch- Diner. Students go to the board and classify the foods. When the students finish,

Teacher: are the exercises are ok.

Students: yes, yes.

Teacher: Ok, now I am going to talk with you about love and friendship. Next Thursday we will celebrate this holiday.

Students: Teacher we have class Friday?

Teacher: Yes, Friday we will have class

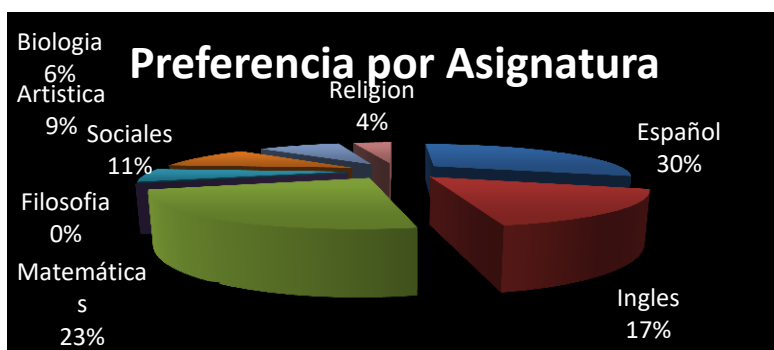
Teacher: Ok you worked excellent today, for the next class, please bring some of the foods in the copy. We are going to continue with this topic about food. See you!

Students: See you profe. See you teacher.

Appendix 2

Student's survey

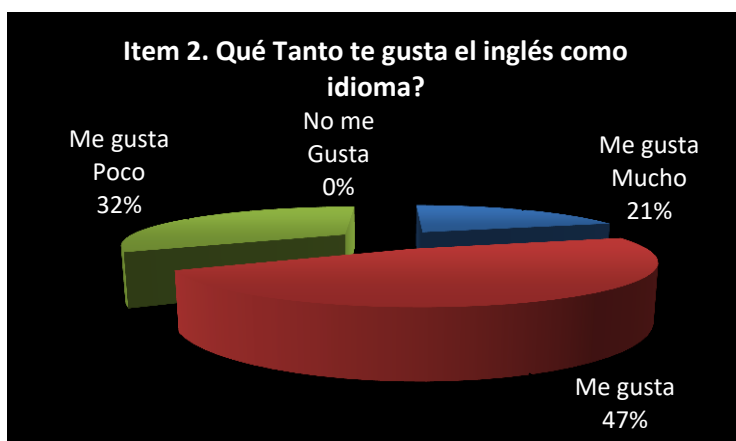
Item 1. Ordena las siguientes asignaturas teniendo en cuenta la preferencia de cada una de ellas



Graph 2. Student's subjects preferences.

Question 1 aimed to find out students' preferences towards school subjects, English included. The purpose for question this was to investigate the extent to which students find English to be a pleasant subject in the school curriculum. The results above show that Spanish is the preferred subject for 30% of survey participants, followed Math (18%) and English (17%). This is a good percentage of preference for English language, because the subject is located at third place. This finding probably indicates that students like English classes, and some other factor are influenced in their learning such as motivation, teacher's methodology and lack of resources.

Item 2: ¿Qué Tanto te gusta el inglés como idioma?

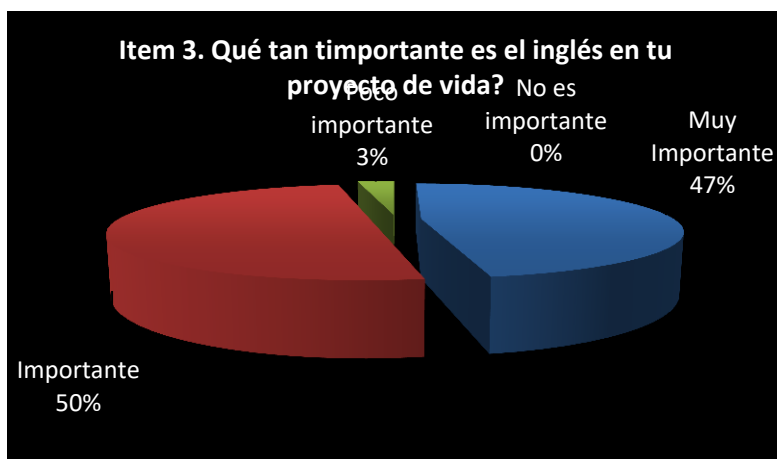


Graph 3. Preference for English language.

The purpose of question two was to find out students attitude towards English as a language. This is an important item because it is necessary in order to examine possible strategies to motivate students for English learning. 21% of students claimed that they love English, whereas 50% affirmed that they liked it. This is a really positive finding because it shows that almost half of students are inclined towards English as an interesting language. However, 32% of students acknowledge that they like English just a little. Some students commented in that regard:

“I don’t like English because I don’t understand anything when my teacher talks or pronounces vocabulary”

Item 3: ¿Qué tan importante es el inglés en tu proyecto de vida?



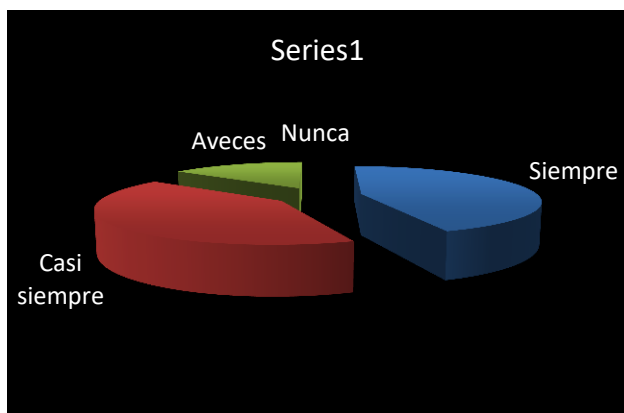
Graph 4. Relevance of English.

The objective for question 3 was to investigate the relevance of English language for students' future. 47% of the students expressed that English is really important for their future projects, half of the surveyed population claimed that English language is important, and only 3% of the students affirmed that it is not important. This finding shows that students are aware about the relevance of the English language for their future. Some of them commented:

"I think English is really important because we need it for the professional career, in the whole actual careers is requested"

"I think English is important because I have a dream: "travel to USA".

Item 4. ¿En clase de inglés, me siento motivado?

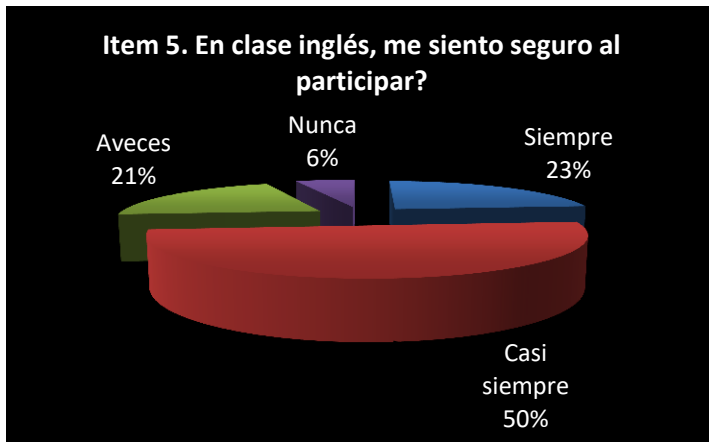


Graph 5. Motivation in English class.

Question 4 aimed what the percentage of students who feel motivation in the English class is and the results of the finding are really surprising, 41% of students expressed their high level of motivation, 44% of them alleged they have enough motivation and the 15% of students affirmed that they sometimes feel motivation in the English classes. The possible reasons for their motivation could be that they consider English as an important language for their future. Some students declare:

“I like English because I consider that we must learn it for our future”

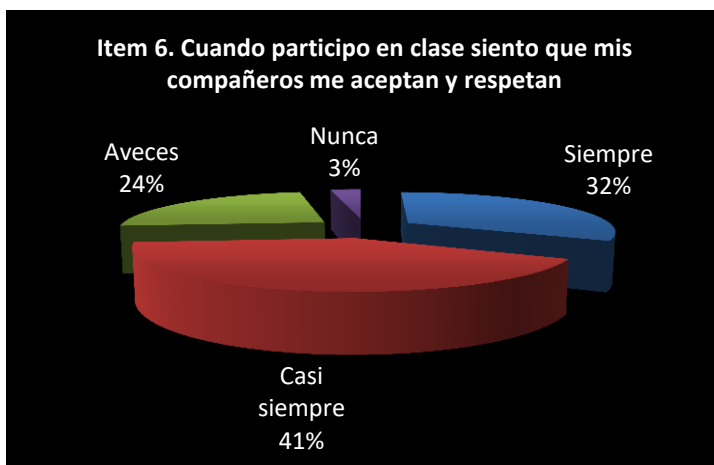
Item 5. ¿En clase de inglés, me siento seguro al participar?



Graph 6. Student's self-confidence in English class.

The purpose for question 5 was getting a result about if students feel comfortable when they take part of the class. 50% of students are self-confident in their participation of the English class. 23% of them declared feel security and 21% expressed they sometimes feel confident. Most of the students affirmed that they like English, which is the possible reason why they are comfortable in the English class.

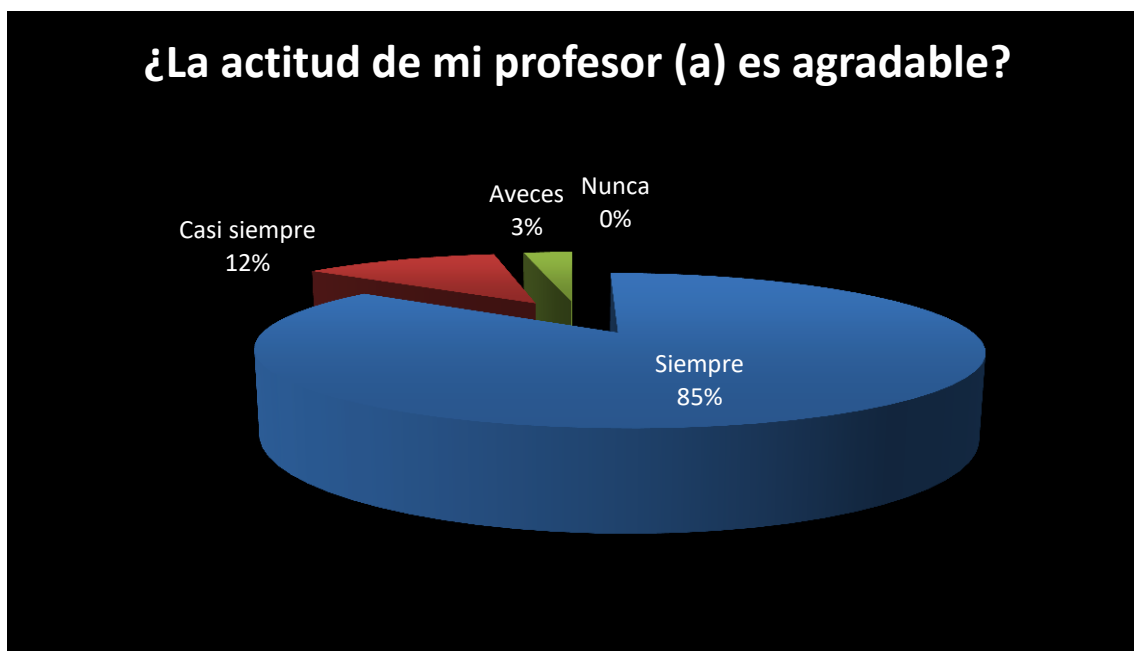
Item 6. Cuando participo en clase siento que mis compañeros me aceptan y respetan.



Graph 7. Respect between students.

The objective of question 6 was investigating the perception of the students about their classmates 'respect when they participate in class. 41% of students affirmed that they are fully accepted by their partners. 32% of them expressed that most of the times a good acceptance is demonstrated by their classmates, 24% sometimes feel the approbation of their partners and 3% never feel this acceptance. Most of the students declared that they are in a comfortable environment to develop their English classes.

Item 7. ¿La actitud de mi profesor(a) es agradable?



Graph 8. Teacher's attitude.

Question 7 aimed for the perception of the students about the role of their English teacher.

The results above show that 85% of them consider that their teacher assume a nice attitude in the classroom. 12% of the surveyed population affirmed that their teacher has a good attitude and only the 3% of them do not perceive a nice attitude from their teacher. This is an interesting finding because it shows the relevance of the teacher 'role in the classroom.

They expressed that their teacher often encourages them in the classes.

Item 8: Las explicaciones de mi profesor (a) son claras



Graph 9. Teacher's explanation.

The purpose for question 8 was to examine how much clear the English classes are for the students. The results show 74% of students has a good perception about the teacher's explanations, 23% feel they occasionally assimilate the English class. And only 3% claimed that they do not assimilate English class clearly. It is a factor that would influence on students' sense of achievements because the students need somebody who encourages them all of the time.

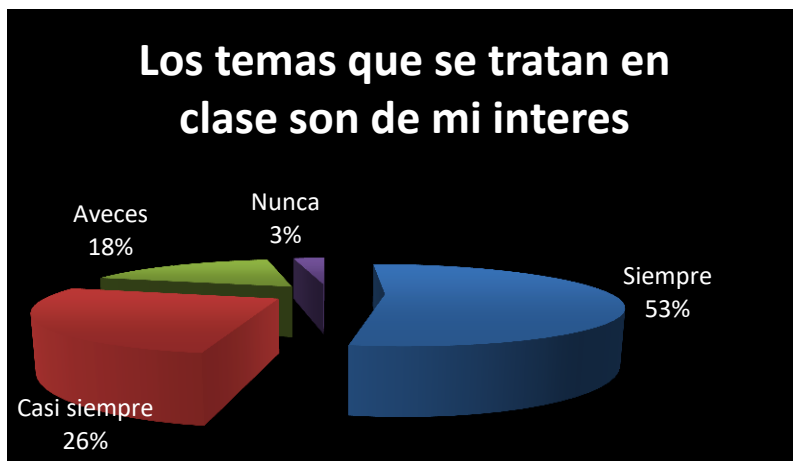
Item 9: Mi profesor me anima a participar en clase



Graph 10. Teacher's engagement.

The goal for question 9 was to examine the procedures of the English teacher one more time. The finding revealed a result which shows that half of students feel their teacher encourages them all the time, 38% of them feel the teacher's engage for stages, and 12% sometimes feel this help from their teacher. The teacher plays an important role in this classroom; he makes feeling students confident in their participation.

Item 10: Los temas que se tratan en clase son de mi interés



Graph 11. Student's interests on specific topics.

The purpose of question 10 was to find out student's likes towards the English topics. 53% of students think that the studied topics in the English class are really interesting. 26% of them affirmed that topics are interesting, 18% claimed that they feel sometimes attraction to the topics and only 3% expressed their small predilection for the studied topic in the class. This finding shows that the students feel glad with the English topics in the class. They probably share their experiences each other in the classroom.

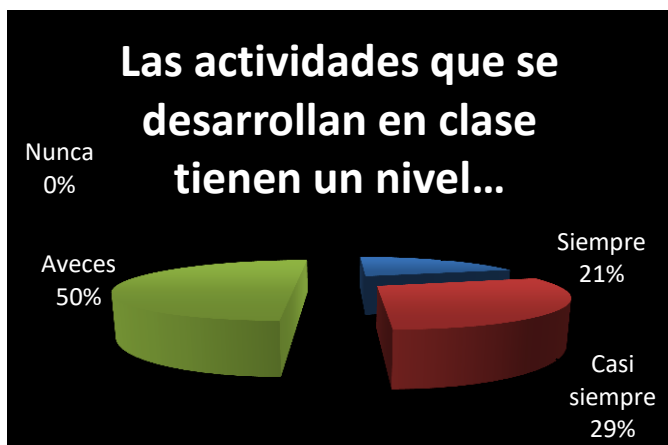
Item 11: ¿Los temas que has visto en clase de inglés son aplicables fuera de la clase?



Graph 12. Applicability of topics outside the classroom.

The objective of question 11 was to determine the relationship between the studied topics in the classroom and their application in the students' environment. 38% of students acknowledge that they can apply their studied topics outside the class, 21% of students affirmed that they find relationship between the classes and their environment, 35% of survey population claimed they only sometimes can apply the studied items outside the classroom, and 6% recognize that they cannot make connection between the English items and their real lives. The results demonstrate that the majority of students identify the application of the studied topics in their real lives.

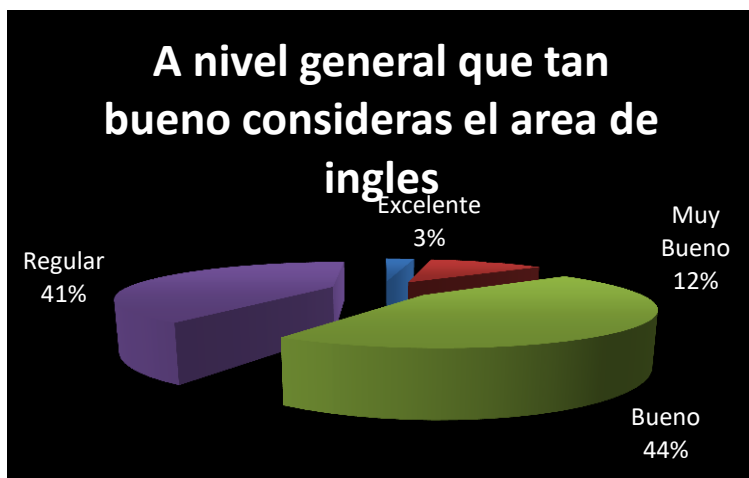
Item 12: Las actividades que se desarrollan en clase tienen un nivel adecuado de dificultad:



Graph 13. Adequate level of topics.

The purpose of question 12 was to research the suitable level of the English activities. The results shows that 50% of students sometimes feel exigency, 29% think that most of the time the required exigency is shown through activities and 21% confessed they present issues in the development of activities. This finding exposes that some of the students feel a high level in the English activities. Perhaps, this is the reason why they show a shy attitude towards their participation in the class.

Item 14: A nivel general que tan bueno consideras el Área de ingles



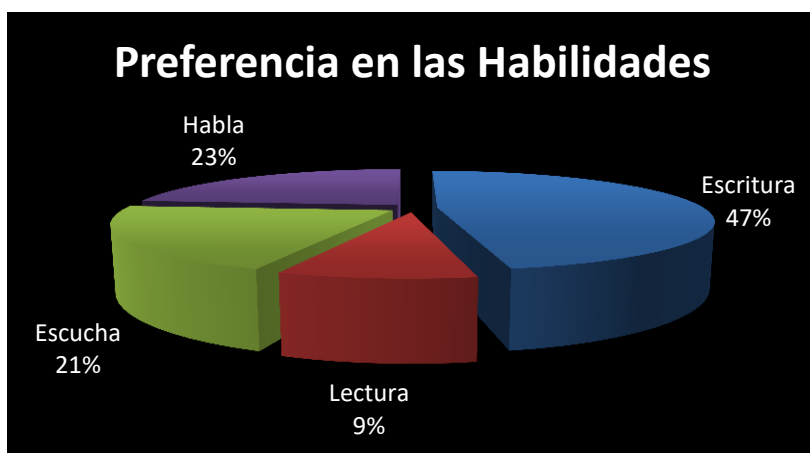
Graph 14. Student's level in English class.

The intention of question 13 was to detect the students 'sense of achievements. 44% of students consider that they are good in the English learning, 41% of them declared that they do not assimilate the English language easily, whereas 12% think that they have a good output in English language, and only 3% of the survey population feel that they have an excellent perception of their learning. The students claimed:

"I think I am excellent because I love English class and most of the times, I understand my teacher"

"I am a good student because I participate in the whole classes"

Item 14: Preferencia en las habilidades



Graph 15. Student's preferences of skills.

Question 14 aimed to research the student's preferences of skills. The results above indicate that 47% of students love writing, 23% of them speaking, 21% listening and a low percentage was found in the reading skill: only 9% of the survey participants underlined it. This finding exposes that the students prefer writing because they think it is the easiest of the skills.

Item 15: Dificultades en las habilidades



Graph 16. Student's issues on skills.

The purpose of question 15 was to investigate what the most common students' issue is.

The scheme shows that there is a tie between listening and speaking with an obtained percentage of 29%, whereas writing got 24% and reading 18%. This is a curious finding because in the question number 14 the students claimed that their preferred skill is writing but they declared some issues when they are writing. They expressed in that regard:

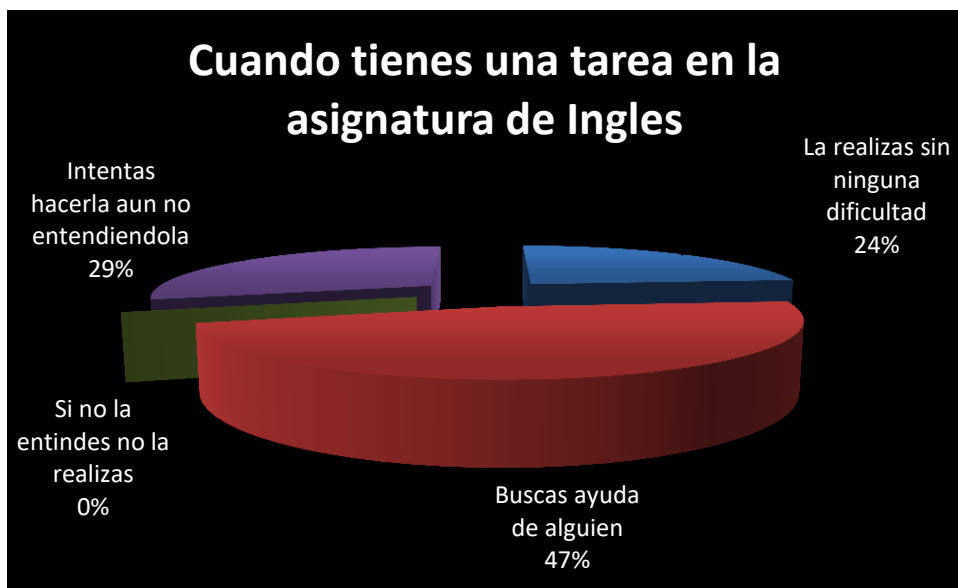
"It is really difficult to me writing, because I confuse the words when my teacher pronounce them"

It is difficult to me listening because I don't understand my teacher when he pronounces the words"

"It is difficult to me reading because I don't have good reading comprehension"

"It is really difficult to me speaking because I am shy in front of my partners"

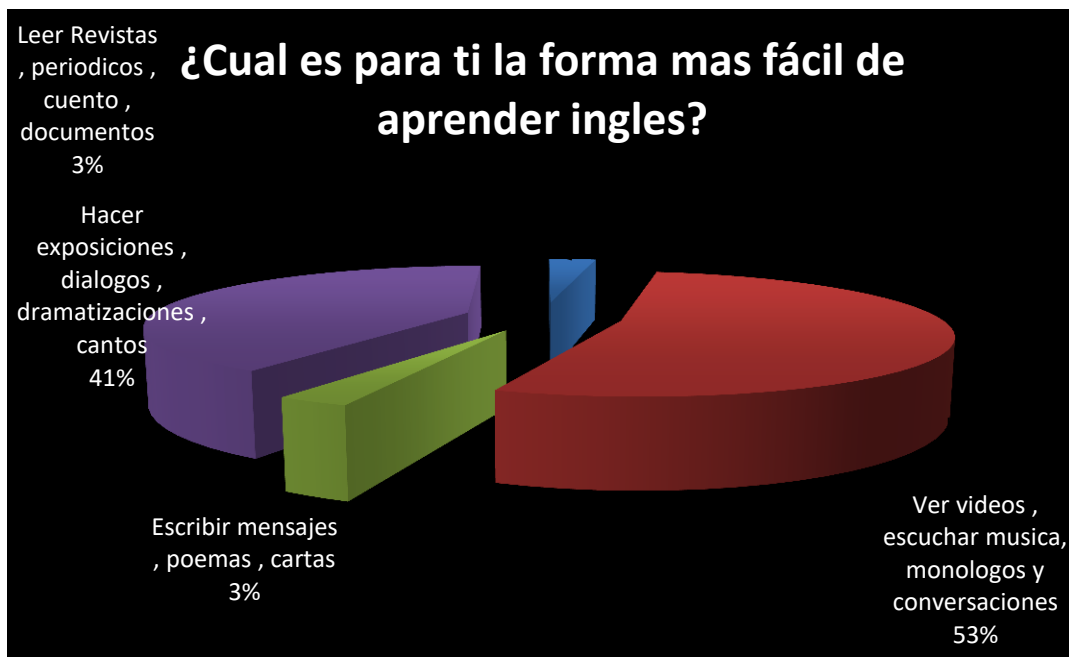
Item 16: Cuando tienes una tarea en la asignatura de inglés



Graph 17. Inquirement about tasks activities.

The objective of question 16 was to inquire to the students in their tasks activities. The scheme exhibits that 47% of students look at for somebody who help them, 29% try to do it without any help, and 24% has strengths in the application of tasks. These results reveal that the students have willingness for reinforcement of English topics at home. They consider that English assignments are easy to develop.

Item 17: ¿Cual es para ti la forma más fácil de aprender inglés?



Graph 18. Student's preferences on activities.

The intention of question 17 was to find out the best way to learn English language for the students and the results above prove that 53% of the survey participants prefer listening activities, 41% speaking performances, and only 6% of them reading and writing drills.

This finding determines that the student's preferences of activities are inclined to listening skill because they think it is the easiest way to learn English. They claimed that if they are listening to the English language for native people, they probably would learn the accurate pronunciation of the words:

"When I listening to a song, I can learn the good pronunciation of the words"

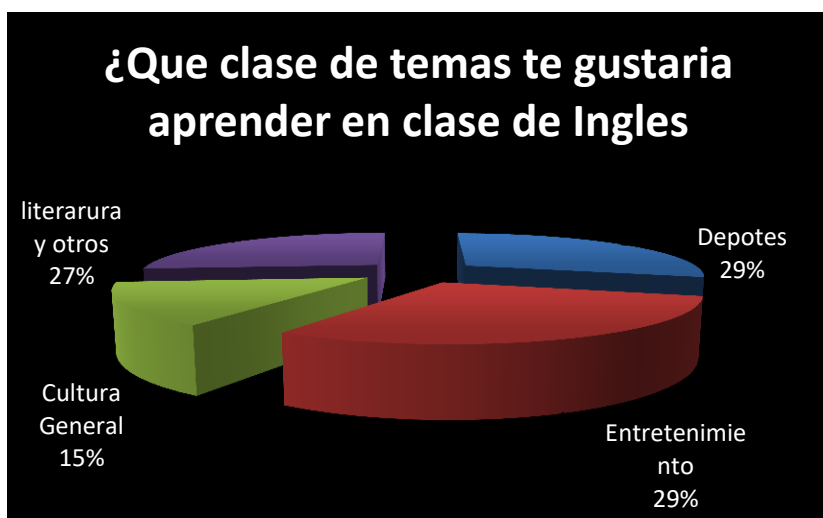
"I prefer watch videos and listening to music because it is funny"

18. ¿Qué actividades te gustaría que se desarrollaran en la clase de inglés?

Most of the students consider that teachers should apply some games in the English classes.

They mention activities such as watching videos, and performance dialogues to make funnier their learning. They confessed that they have some issues when they are writing because they confuse some words which have similar pronunciation, and this is the reason why they need to listening activities.

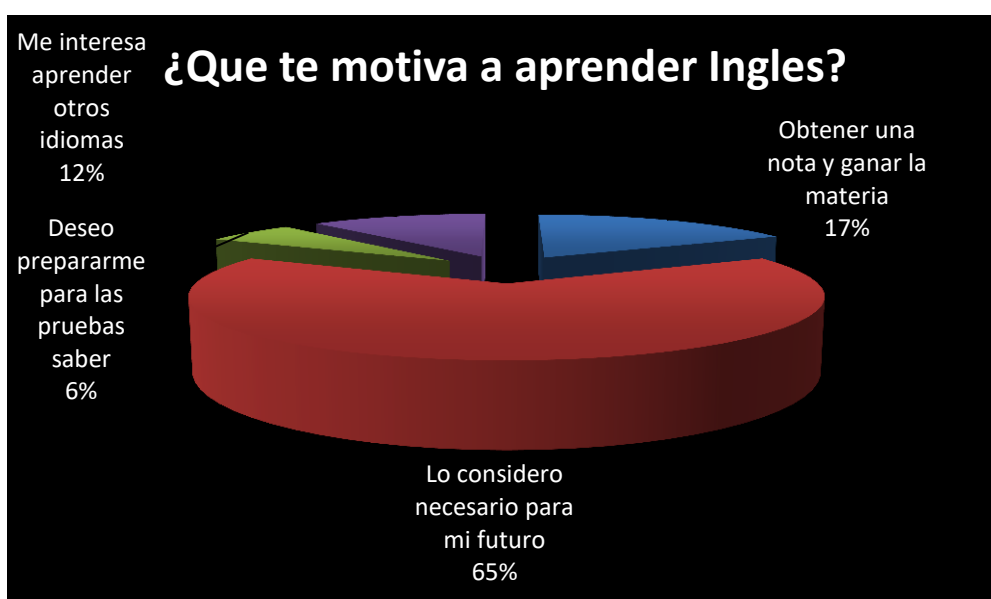
Item 19: ¿Qué clase de temas te gustaría aprender en clase de inglés?



Graph 19. Student's preferences topics in English class.

Question 19 aimed to identify student's preferences topics in the English class. The results above show that a tie was reported by them between sports and amusement topics, 29% declared the preference of these topics, 27% prefer Literature and 15% knowledge about cultural values. This finding establishes that the student's likes are inclined by common topics of their daily routine. It is an easiest way to input their English language learning.

Item 20: ¿Que te motiva a aprender inglés?



Graph 20. Student's thoughts about English learning.

The purpose of question 20 was to detect what the most common students' thoughts are. The scheme above exhibits that 65% of students consider English language as an interest and necessary subject to their future, 17% of them affirmed they study English to get a good grade at school, 12% of students expressed that they would like to learn foreign language and 6% alleged that English is a required subject at SABER test, and they need to be prepared for it. The results evidence that most of students are aware about the relevance of English language for their future lives and they are thinking about it all the time.

21. ¿Cuáles son tus dificultades para aprender inglés?

The objective of question 21 was to research what are the most common issues in the English learning. Most of students concurred that their marked issues are in the listening and speaking skills. When they are listening to somebody speaks English, they don't understand the pronunciation and therefore, they do not feel confident when they speak because they think their pronunciation is bad. These are some of their expressions:

“My biggest issue is speaking because I don't understand the pronunciation”

“My frequent issue is listening because the teacher speaks fast”

“I don't like listening because sometimes I don't understand the words”

“The pronunciation is my issue, it is difficult to me”

“I have a lot of issues, I don't know writing, I don't know express my ideas, I don't understand the pronunciation”

Appendix 3

Interviews

Another useful instrument was the interviews made to the principal, coordinators, and English teachers, because I could make conclusions about the real needs, lacks and wants not only of the students but the school as the environment which is around us. I also concluded their view points about the English classes at school. Principal and coordinators expressed that a series of issues can be reflected at the school in order to foster English language such as insufficient resources, student's low level at the beginning of their secondary and number of hours per week (3). On the other hand, English teachers affirmed that they used to address communicative skills rather than grammar but they do not have the necessary tools to do it. Finally, students expressed their difficulties to understand English when they listen to a conversation or their teacher, and when they watch videos.

Interview to the principal.

Name: Guillermo Molina Ortiz.

1. Para qué cree usted que los estudiantes necesitan aprender inglés?

Rector: Bueno considero que vivimos en un mundo competitivo en diferentes eventos y el inglés se ha convertido en una lengua globalizante. Necesariamente esto le va a dar a ellos la competencia en sus estudios, en sus trabajos cuando estén en las diferentes profesiones que ellos escojan. Además el inglés u otro idioma extranjero les servirán para conocer otras culturas y estar actualizado en este mundo globalizante.

2. ¿Qué le dicen sus estudiantes de su institución sobre el inglés? Por ejemplo si les gusta, como aprenden ellos o que les hace falta para desarrollar sus clases de una manera más fácil?

Bueno, algunos estudiantes se han acercado para hablar bien del inglés, otros comentan que no lo entienden porque no tienen unas bases sólidas, porque no las traían y al encontrarse con unos docentes exigentes, bien capacitados y con metodologías diferentes obviamente tienen unas dificultades por consiguiente no entienden a los profesores cuando estos llegan hablando todo en inglés y como algunos estudiantes tienen unos padres analfabetas en este idioma se enfrentan al llegar al colegio con la dificultad y le toman apatía al inglés y dicen que no les gusta.

3. La Institución le ofrece las condiciones necesarias para el buen desarrollo de las clases?

En estos momentos la institución no les ofrece las condiciones, estamos iniciando el proceso, ahora yo les voy a acondicionar los salones a los cuales les voy a colocar cada curso un locker, un video beam porque una de las profesoras trabaja mucho con esta herramienta, un portátil y una extensión y de pronto el año entrante le vamos a colocar un LCD, un televisor de 55 pulgadas. Nosotros tenemos problemas con colocar aire acondicionado a los salones por la forma como están contruidos los salones, que son pérgolas no ventanas y esto impide colocarles aire acondicionado a los salones y además por que amerita un gasto costoso y la alcaldía ataca por que el consumo de energía de los colegios esta en los 38 millones de pesos. En general la idea es acondicionar y comenzar a ambientar el colegio y que se note que acá se habla el idioma inglés,

4. Considera usted la posibilidad de gestionar ante la SED la ampliación de la intensidad horaria en el área de inglés de 4 a 5 horas por semana siendo que este idioma es una herramienta fundamental que exige el gobierno dentro del plan de estudio y que debe ir acorde con las exigencia de los niveles de inglés según el marco común europeo y además debe cumplir con la exigencia de obtener unos buenos resultados en las pruebas saber?

Yo pienso que si voy a solicitar eso necesariamente debo presentar un proyecto y decir por qué se hace necesario este cambio además eso genera aumentar un recurso humano, horas extras. Si este proyecto se presenta yo lo llevaría con uno de los profesores para que lo sustente y ellos le hagan el debido estudio y por qué no se podría implementar este sistema para todas las escuelas públicas y no solamente a esta para que sea más efectivo y que se diga el inglés en las 22 escuelas del Atlántico va a ser de 4 horas semanales. Ya esto sería gestionado con una junta de rectores y un comité de calidad municipal que se genere la situación acá. Yo podría también presentar un proyecto donde se requiere una hora adicional para la jornada de la mañana que sería hasta la 1 y 30 y los de la tarde tendrían que entrar a las 11 de la mañana.

Interview to the coordinator.

Name: Elizabeth Siado Ramos.

1. Para qué cree usted que los estudiantes necesitan aprender inglés?

Coordinator:

El inglés es uno de los idiomas universales y los jóvenes necesitan estar atentos a lo que les exige ahora sus necesidades y ahora el inglés es una de ellas al igual que la tecnología, el inglés les permite de pronto tener mayores oportunidades dentro de su proyecto de vida. Entonces es bueno que ellos manejen un nivel el inglés que básicamente es exigido por que si se presenta una oportunidad de intercambio o alguna oportunidad laboral digamos que una de las competencias básicas seria el manejo del idioma.

2. ¿Qué le dicen sus estudiantes de su institución sobre el inglés? Por ejemplo si les gusta, como aprenden ellos o que les hace falta para desarrollar sus clases de una manera más fácil?

Bueno, son casos diferentes hay niños que dicen que no les gusta el inglés mientras que a otros les llama mucho la atención; dicen que les gusta aprender, les gusta escuchar la música en inglés, que les gusta desarrollar las clases de manera dinámica que puedan vivenciarla como tal, que ellos se sientan libres de hablar, de hacer las conversaciones, de escuchar música, de tener mayor interacción con el compañero, con el profesor. Cuál es la dificultad que de pronto ellos ven, es el paso de una etapa primaria donde a veces no es muy reforzada la parte de inglés y llegar al bachillerato y enfrentarse con que ellos ya deben tener más o menos unas competencias en el nivel de inglés, entonces es como ese choque de manejar mucho y verse obligado a tener un nivel de competencia que no tienen. Es esto lo que a veces los bloquea cuando ya inician el sexto y si ya siguen con esas dificultades entonces ya llegan con el peor y se cierran ante el aprendizaje de un idioma

3. La Institución le ofrece las condiciones necesarias para el buen desarrollo de las clases?

Bueno aquí hay herramientas que los profesores utilizan para la parte del manejo del idioma, algunos profesores utilizan el video beam, la parte auditiva, ellos utilizan diferentes estrategias que les ayudan a tener más ganas de estudiar la parte del inglés, lo que si veo que es difícil para los profesores es que ellas tienen que llegar a nivelar a los estudiantes y de pronto lo que ellos ven muy difícil es alcanzar al final del año los objetivos propuestos debido a que deben iniciar prácticamente de cero a trabajar con estos estudiantes. Anteriormente llegó un momento en que se estaba preocupado por la sala de bilingüismo, pero después ese boom quedó atrás, acá se dotó la sala de bilingüismo pero solo se contaba con 14 computadores, donde hay por lo menos 40 estudiantes por salón implicaba que el docente tenía que trabajar con los estudiantes en dos grupos y dividir sus acciones y era difícil llevar a los 40 estudiantes al aula de bilingüismo, pero eso quedó ahí y no se le invirtió más.

4. Considera usted la posibilidad de gestionar ante la SED la ampliación de la intensidad horaria en el área de inglés de 4 a 5 horas por semana siendo que este idioma es una herramienta fundamental que exige el gobierno dentro de el plan de estudio y que debe ir acorde con las exigencia de los niveles de inglés según el marco común europeo y además debe cumplir con la exigencia de obtener unos buenos resultados en las pruebas saber?

Coordinator: La verdad es que sería muy buena la ampliación de la intensidad horaria en el área de inglés, acá se manejan tres horas, sería una buena gestión por parte de la

institución y optar también por una buena sala de bilingüismo sería lo que nos faltaría aquí para optimizar la que corresponde a las competencias en el idioma inglés. En ese caso hay condiciones porque acá con lo de la educación técnica se nos hace un poco difícil por la carga académica como tal, de optar por 5 horas, pero optar por unas 4 horas podría ser viable, de pronto estudiar el caso y presentar el proyecto de la necesidad que tenemos incluyendo la sala de bilingüismo e incluir esa parte de la intensidad pero encaminándola a llevar a los estudiantes a un nivel más alto.

Interview to the coordinator.

Name: Jorge Ibañez Contreras.

1. ¿Para qué cree usted que los estudiantes necesitan aprender inglés?

R/ El inglés es un idioma Mundial y les demuestra la competencia de los estudiantes en un cargo ya sea en el ambiente nacional o en el ambiente internacional.

2. ¿Qué dicen los estudiantes sobre el inglés?

R/ Los estudiantes me comentan que ellos quieren que el inglés fuese más sencillo a través de juegos que ellos se dan cuenta que se les está aplicando el conocimiento porque de esa forma les permitiría alcanzar un mejor nivel, también me dicen que por medio de canciones ellos crean canciones en español y luego la transferirían a el idioma inglés y así ellos poder cantarlas ya sea la música que se escucha actualmente, es decir la champeta u otro tipo de música

3. ¿La escuela ofrece a los estudiantes las condiciones necesarias para el buen desarrollo de la clase de inglés?

R/ La Institución no está ofreciendo las herramientas necesarias para el buen desarrollo de la clase de inglés ya que se necesita un salón específico para las clases de inglés es decir un laboratorio de Ingles donde ellos puedan aprender a través de audios, Videos, etc. Tal como se hace en el Colombo Americano.

- 4. ¿Considera Usted la posibilidad de gestionar ante la secretaria de educación la ampliación de la intensidad horaria en el área de inglés de 4 a 5 horas por semana siendo que este idioma es una herramienta fundamental que exige el gobierno dentro del plan de estudios y que está acorde con las exigencias del nivel según el marco común europeo y además de esta las exigencias de buenos resultados en las pruebas saber?**

R/Yo estoy de acuerdo con la ampliación y ahora que se va a implementar la jornada única en la cual nuestra institución fue seleccionada para esta, pero sabemos que primero tienen que construir la infraestructura que se dará más o menos en el 2018.

Interview to English teachers

Name: Jairo Gómez Redondo.

- 1. ¿Cuál es el método que aplica en el desarrollo de habilidades comunicativas en el área de Inglés?**

Simple a lo complejo. Relacionar los conceptos previos del conocimiento antes del desarrollo de la clase como tal, empleo los mini-diálogos acompañados de guías pedagógicas. Después de cada unidad hacemos experiencias con el Speaking para que los estudiantes desarrollen la oralidad; es lógico que tengan las ayudas de pronunciación.

- 2. ¿Qué actividades desarrolla cuando enseña estas habilidades en su clase de inglés?**

Yo les planteo una situación; de ahí partimos para construir el texto deseado. Después lo leemos; posteriormente tratamos de aprender ciertos términos y expresiones en inglés.

- 3. ¿En que se considera usted que puedan estar ocurriendo las fallas que no permiten alcanzarlos niveles de inglés de acuerdo a las exigencias del gobierno?**

Hay niños y jóvenes que entienden bastante el inglés pero sienten temor de hablarlo y pronunciarlo; otros estudiantes que no le dan importancia porque se le hace difícil de practicarlo en distintos contextos

4. ¿Qué estrategias pedagógicas ha implementado para mejorar estas fallas?

Hablarle todo el tiempo necesario en inglés. Sumergirlo en el medio para lograr que ellos avancen en el Speaking.

¿Qué necesitan los maestros de inglés y estudiantes para usar el inglés fuera del salón o en el futuro?

Los maestros necesitamos experimentar la realidad de los aspectos comunicativos; necesitamos capacitarnos hasta lograr la pro-eficiencia de todos los procesos del idioma inglés

5. ¿Qué tipo de actitudes prefieran los estudiantes en la clase de inglés?

Los estudiantes prefieren las actividades escritas. A ellos les gusta escribir bastante porque dicen que es donde menos se equivocan.

Name: Alfredo Avendaño Barbas.

1. ¿Cuál es el método que usted aplica en el desarrollo de las habilidades comunicativas en el área de inglés?

Bueno ningún método es la solución para trabajar en una clase. Eso depende de la temática que se vaya a desarrollar, a medida que uno va desarrollando una temática pueden surgir diferentes métodos porque si nosotros hablamos de metodología inductiva, de la deductiva y si nos encasillamos en una sola, no estamos haciendo nada, cada clase trae su propia metodología.

2. ¿Qué tipos de actividades desarrolla cuando enseña estas habilidades comunicativas?

Bueno yo uso diferentes recursos, eso es dependiendo de la clase, puede uno desarrollar gramática pero la gramática acompañada de lo que es la parte comunicativa desde luego, desarrollando las habilidades comunicativas, ya sea hablar que es lo más importante, porque a medida que nosotros vamos dando la clase se desarrolla la parte oral y para que el estudiante vaya captando mejor las ideas siempre hay que hablarle en inglés, la parte escrita la vamos dando de acuerdo al desarrollo de las clases, se puede escribir en el tablero pero ensayando más la parte oral y luego la parte de escucha que la podemos hacer a través de videos, o cds.

3. En que considera usted que puedan estar ocurriendo las fallas que no permiten alcanzar los niveles de inglés de acuerdo a las exigencias del gobierno?

Siempre he dicho que nosotros hemos trabajado más lo que es la parte gramática, hay que desarrollar más la parte oral y la parte de la escucha, en eso nosotros estamos quedados todavía, por eso el estudiante se bloquea porque no lo hemos preparado para trabajar esas dos partes, nos vamos más a la parte de la gramática, a la parte estructural y eso incluso podría ser secundario en el desarrollo de una clase, para mi lo más importante es el desarrollo de la parte oral y la escucha.

4. ¿Qué estrategias pedagógicas ha implementado usted para mejorar esas fallas?

Normalmente pongo a escribir a los estudiantes sobre aspectos de determinada época, para que vayan desarrollando algunas de las habilidades a través de la parte oral, haciendo diálogos para que el estudiante vaya captando las ideas y al mismo tiempo las pueda expresar en un texto determinado.

5. ¿Qué piensa usted que necesitan los maestros de inglés y los estudiantes para usar el inglés fuera del salón de clases y en el futuro?

Yo pienso que debería haber intercambios estudiantiles, pero primero tiene que haber una preparación del recurso humano, o sea los docentes. En ese intercambio entre estudiantes, podríamos nosotros evaluar en qué nivel estamos cada uno de nosotros y en qué nivel están ellos, pero primero la capacitación para los docentes, desde luego con una buena implementación, ya sea de textos o de laboratorios para que los estudiantes salgan mejor preparados.

6. ¿Qué tipo de actividades prefieren los estudiantes en la clase de inglés?

A ellos les gusta más la parte oral, les llama más la atención y ahí es donde nosotros debemos aprovecharlos a ellos porque es la parte donde ellos van a captar las ideas, aunque no te capte toda la idea, la idea general del contexto o de lo que uno quiere decir, que la capten, eso es lo importante, o sea no importa que no entiendan todo pero si gran parte de esa idea, que entiendan lo que se quiere decir.

Interview to students

This is an applied interview to 10 graders whose was surveyed last semester, at I.E Técnico Industrial “Pedro A. Oñoro” de Baranoa. The questions for this interview aim to make a deep analysis about target and learning needs. 5 students were interviewed obtaining the following results:

Interviewed 1: Joset Escobar

- 1. De las habilidades comunicativas del inglés: escucha, habla, lectura y escritura, cuál es la que consideras que tienes mayor dificultad para desarrollar y por qué?**

Joset: La escucha, porque cuando escucho personas hablando en inglés se me dificulta captar la información.

- 2. ¿De qué manera se te hace más difícil desarrollar la habilidad de escucha?**

Joset: Me es difícil comprender a un nativo hablando inglés porque habla muy rápido, en cambio cuando escucho a la profesora, le entiendo más porque habla más despacio y articula bien las palabras, entonces se me hace más fácil. En un programa televisivo hablan demasiado rápido y tengo que leer los subtítulos, en algunas entiendo lo que dicen porque son frases o palabras que ya conozco sin ver los subtítulos.

- 3. ¿Cuentas con las herramientas necesarias tanto en el colegio como en la casa para desarrollar la habilidad de escucha?**

Joset: En el colegio solo tenemos a la seño que nos habla en inglés, sólo eso. En la casa en cambio, si cuento con las herramientas necesarias para desarrollarla como lo es mi computador, mi celular, acceso a internet.

4. ¿Cuál o cuáles son tus motivaciones en la clase de inglés?

Joset: El amor que le tengo a la materia. Muchas personas lo ven como algo difícil pero en realidad es algo muy fácil que con el tiempo se va desarrollando en la medida que uno le ponga interés. Sólo hay que ponerle mucha dedicación y ya.

5. ¿Qué factores te animan a participar en la clase de inglés y cuáles te lo impiden?

Joset: No sé de pronto el conocimiento que tengo sobre el idioma. Me motiva que me tengan en cuenta, de que sepan que tengo dominio sobre el idioma, poco dominio pero lo tengo. Y nunca dejo de participar en la clase de inglés porque me gusta.

6. ¿Cuál es para ti la forma más fácil de aprender inglés?

Joset: Bueno yo creo que el escucha, la lectura, mediante una canción, en realidad en mi casa tengo bastantes canciones en inglés y en la medida que las escucho voy entendiendo más y busco las traducciones de algunas palabras que no se y voy aprendiendo más sobre el idioma

Interviewed 2: Sandra De la Rosa.

1. De las habilidades comunicativas del inglés: escucha, habla, lectura y escritura, cuál es la que consideras que tienes mayor dificultad para desarrollar y por qué?

Sandra: La escucha, porque exactamente no entiendo lo que me está diciendo esa persona, cuando escucho un audio en inglés no lo entiendo.

2. ¿De qué manera se te hace más difícil desarrollar la habilidad de escucha?

Sandra: Exactamente no entiendo nada, ni cuando escucho audios, ni cuando veo videos ni cuando escucho a la profesora.

3. Cuentas con las herramientas necesarias tanto en el colegio como en tu casa para desarrollar esta habilidad de escucha?

Sandra: No tengo recursos para ayudarme con internet viendo los videos porque yo vivo en una finca. Mis papas la cuidan y los dueños no tienen internet. En el colegio no tenemos los recursos tampoco. Hay veces que escucho canciones con mis amigas y hay veces que entiendo las palabras y hay veces que no.

4. ¿Cuál o cuáles son tus motivaciones en la clase de inglés?

Sandra: Exactamente me gusta aprender, porque de lo que yo quiero estudiar necesito aprende inglés, quiero estudiar ingeniería civil y me han dicho que debo aprender a hablar inglés porque depende de dónde me toque hacerlo, lo podría hacer.

5. ¿Qué factores te animan a participar en la clase de inglés y cuales te lo impiden?

Sandra: Exactamente me gustaría participar en todo pero como no entiendo lo que escucho en inglés no me atrevo a participar. No entiendo lo que me dicen. Cuando me ponen tareas de inglés la que me ayuda es mi hermana. Mis compañeros de salón, los que saben ingles no les gusta ayudar, uno les dice, oye explícame aquí, entonces si acaso nos dice la primera palabra y después nos dice ah no. Somos cuatro que andamos juntas siempre y no nos ayudan.

6. ¿Cuál es para ti la forma más fácil de aprender inglés?

Sandra: Exactamente o sea, que me hablen en inglés y a la vez yo traducirlo para saber lo que me dijeron en inglés. Me gustaba cuando salíamos al frente y hacíamos diálogos, el profesor del año pasado nos ponía pura exposición.

Interviewed 3: María José Acosta

1. De las habilidades comunicativas del inglés, escucha, habla, lectura y escritura, ¿En cuál consideras que tienes mayor dificultad para desarrollarla?

María: En la escritura y el habla, porque se me hace difícil porque a veces quiero decir una cosa y no sé si es así sino que hay que cambiar la forma como se pronuncia.

2. ¿De qué manera se te hace más difícil desarrollar la habilidad de escucha?

María: Cuando usted está hablando la mayoría de las palabras no las entiendo.

3. Cuentas con las herramientas necesarias tanto en el colegio como en tu casa para desarrollar la habilidad de la escucha?

María: No cuento con recurso ni en mi casa ni en el colegio. No tengo ayudas de ninguna forma.

4. ¿Cuál o cuáles son tus motivaciones en la clase de inglés?

María: El profesor Avendaño nos hacía diálogos, hablábamos con otra persona.

5. Qué factores te animan a participar en la clase de inglés y cuales no te permiten hacerlo?

María: A mí me gusta participar pero hay veces que mis compañeros le dicen a uno hey no eso no es así y se burlan de uno, entonces a uno no le dan ganas de participar.

6.Cuál es para ti la forma más fácil de aprender inglés?

María: En mi casa tengo cds de inglés, me gusta escuchar canciones en inglés. Me gusta también ver videos y hacer diálogos.

Interviewed 4: Carlos Carrascal.

1. De la habilidades comunicativas desarrolladas en la clase de inglés, como son escucha, habla, lectura y escritura, cuál consideras que tienes mayor dificultad para desarrollarla?

Carlos: La escucha porque hay términos o frases que uno no se sabe, en cambio hay otras que sí, entonces en la lectura me va bien y todo pero en la escucha uno no entiende muchas veces.

1. ¿De qué manera se te hace más difícil desarrollar la habilidad de escucha?

Carlos: Cuando escucho a otra persona, más si es un nativo, por ejemplo a las personas de Estados Unidos, yo poco le entiendo, pero a un profesor en la clase sí, aunque a veces se dificulta porque escucha ciertos términos que a veces uno desconoce.

2. Cuentas con recursos tanto en tu casa como en el colegio para desarrollar la habilidad de la escucha?

Carlos: Si, en mi casa sí, pero en el colegio no. En mi casa me pongo a escuchar música en inglés y le busco el significado en español a las palabras que no conozco. Aquí en el colegio no me pongo a buscar palabras en el diccionario.

3. ¿Cuál o cuáles son tus motivaciones en la clase de inglés?

Carlos: Me gusta actuar las frases o verbos cuando la profesora nos pone ejercicios, los diálogos que hicimos el año pasado, entonces eso es chévere.

4. ¿Cuáles son los factores que te animan a participar en la clase de inglés y cuáles no te permiten hacerlo?

Carlos: La motivación de cualquiera es que le van a poner buena nota, aunque a mi me gusta el inglés porque quiero prepararme para cuando vaya a Estados Unidos que está dentro de mis metas. Quiero aprender.

5. ¿Cuál es para ti la forma más fácil de aprender inglés?

Carlos: Leyendo. Yo leo y entiendo bastante. Aunque escuchando también se aprende bastante. Cuando me dan un texto para hacerle comprensión de lectura, lo hago rápido. Hay aplicaciones en la Tablet donde lo ponen a uno a pronunciar, eso me gusta.

Interviewed 5: Daniela Pacheco

1. De las habilidades comunicativas desarrolladas en la clase de inglés, como son la escucha, el habla, la lectura y la escritura, en cuál crees que tienes mayor dificultad para desarrollarla?

Daniela: Para mí el habla, porque a veces no estoy segura de lo que voy a decir, que lo que vaya a decir esté bien pronunciado.

2. De qué manera se te hace más difícil desarrollar la habilidad de la escucha?

Daniela: Cuando no tengo las ayudas necesarias, hay cosas que no entiendo. De hecho cuando yo estaba en séptimo, yo hice un curso de inglés y ahora otra vez dije y me dijo que iba a ver para ver para seguir haciendo esos cursos.

3. Cuentas con los recursos necesarios para desarrollar la habilidad de la escucha?

Daniela: No tengo las herramientas en el colegio, en casa sí. Pienso seguir el curso de inglés que empecé hace unos años.

4. ¿Cuál o cuáles son tus motivaciones en la clase de inglés?

Daniela: Porque el idioma me gustaría estudiarlo más a fondo. La seño nos da las cosas esenciales para el inglés.

5. ¿Qué factores te animan a participar en la clase de inglés y cuáles no te o permiten?

Daniela: A veces se algo pero me lo impide la inseguridad, por ejemplo la seño pone un ejercicio y si yo se que va, de pronto no estoy segura que está bien. Me da miedo a equivocarme. Podría ser que los compañeros se ríen de todo, se burlan de uno.

6. ¿Cuál es para ti la forma más fácil de aprender inglés?

Daniela: Al inglés hay que dedicarle tiempo. Aprendo más rápido cuando escribo.

ANALYSIS TO THE INSTRUMENTS

Interview to students.

1. De las habilidades comunicativas del inglés, ¿en cuál sientes que tienes mayor dificultad para desarrollarla?

In question number one, three students coincide about the listening skill in their answers. It is the most difficult skill for them. The students claimed that they do not understand when somebody speaks or pronounce something in English language. The other 2 students affirmed that they have some issues with speaking and writing skills. They commented that they do not feel comfortable when they have to speak in English because they are not sure about the good pronunciation and writing.

2. ¿De qué manera se te hace más difícil desarrollar la habilidad de escucha?

In question number two, students expressed that they do not understand when the teacher is Speaking in the class or when they listen to a video or conversation. Sometimes they can understand some of the pronounced words, but most of the time they cannot understand anything.

3. Cuentas con las herramientas necesarias para desarrollar la habilidad de escucha?

In question number three students affirmed that they do not have the necessary tools in the school to the English class. They do not have English Lab. They would like a better place for the English class. At home some of them are lucked with the necessary tools for developing the listening skill. They used to listen to the music, songs in English language, videos, and conversations.

4. ¿Cuáles son tus motivaciones en la clase de inglés?

In this question students claimed that they would like to learn the English language for their future. Some of them expressed that they love it and they need it for their future lives. They like to make conversations and play games in the English class.

5. ¿Qué factores te animan a participar en la clase de inglés y cuáles no te lo permiten?

In question number five, only two students like being participant in the class because they like a lot. The other students expressed that feel their partners are going to laugh about them and they feel shy to participate in the class, but they would like it.

6. ¿Cuál es para ti la forma más fácil de aprender inglés?

In this question three students affirmed that they learn easily when they apply the listening skill through English songs, videos, conversations. One of them expressed that she can learn easily when she writes and the other one claimed that he learn to much when he reads. He can understand easily the texts he reads.

ANALYSIS FOR THE INTERVIEW TO THE PRINCIPAL AND CORDINATORS

1.¿Para qué cree usted que los estudiantes necesitan aprender inglés?

In this question, rector and coordinators affirmed that English is the universal language, for this reason students need to learn it because it is a necessary for their professional future.

2. ¿Qué dicen los estudiantes sobre el inglés? Les gusta? Cómo les gusta a ellos aprender? Como les resulta más fácil aprender?

For this question the students claim that they like English but they do not have the bases from their primary school, so, sometimes it is difficult to them a good perception about English language. They expressed that they like too much when the teachers play in the class, they feel it is a good method to learn.

3. La escuela le ofrece a los estudiantes las condiciones necesarias para aprender inglés?

In this question, rector and coordinators recognized that the school does not have the necessary tools to a good English class. Some years ago, there was an English lab, but there

were not enough computers, only 14. The teachers must to be in the classroom and in the lab at the same time. It was really difficult to them and the lab disappeared. They expect for better conditions in the classrooms for next months.

4. Considera usted la posibilidad de gestionar ante la SED la ampliación de la intensidad horaria en el área de inglés de 4 a 5 horas por semana, siendo que este idioma es una herramienta fundamental que exige el gobierno dentro del plan de estudios y que está acorde con las exigencias del nivel de inglés según el marco común europeo y los buenos resultados en las pruebas SABER?

In this question, rector and coordinators think that is absolutely necessary making these adjustments in the journal for the English class but it is necessary a good project to the purpose. When there will have this project, they think, it will be possible.

Appendix 4

Evaluation Learning Outcome 1

Institución Educativa Técnico Industrial “Pedro A. Oñoro”

Learning Outcome 1: Students will be able to understand participant roles and locations in a short tale by using prior knowledge activation.

Teacher: Ivonne Pinillos Nieto.

Student: _____

1. Identify and describe elements of narrative discourse in the story “ Turtle’s flute”

Orientation:

Conflict:

Resolution:

Evaluation:

2. Complete the information

- A. Turtle’s flute is a short story about

- B. In the story, some characters we can mention are the turtle,

- _____ and _____
- C. Some locations that can be mentioned in the story are the banks of the river,

_____ and _____
3. Identify the character who is described in the following lines and write the names
- A. Somebody who play an instrument _____
- B. They were delighted with the music on the turtle's flute

- C. He opened the cage _____
- D. She play and dance in the story _____
- E. They cried when turtle stopped playing the flute

- F. Somebody who caught the turtle _____

Appendix 5.

Evaluation Learning Outcome 2

Institución Educativa Técnico Industrial “Pedro A. Oñoro”

Evaluation Learning Outcome 2: Students will be able to understand aspects of character personality (Moral profile) in short tales by making inferences from context

Teacher: Ivonne Pinillos

Student: _____

1. Identify character personalities in the story “The Intelligent Jackal”



2. Describe character personality of three partners whose were found by you in the game last class.

Partner 1 Name	
Partner 2 Name	
Partner 3 Name	